

First Watch on the First Term of Enlistment: Cross-Sectional and Longitudinal Analysis of Data from the First Year of the Study

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Foreword

This report is part of the Navy's First Watch research project. The project is designed to determine the core reasons for attrition and retention for first-term Sailors in the United States Navy. Historically, attrition rates for the Navy's first-term Sailors have fluctuated between 25 and 35 percent. This attrition rate is staggering both in terms of dollars expended and in disruption to the personnel readiness of the Navy. The First Watch project is designed as a longitudinal project in which cohorts of new recruits are tracked through their first term of enlistment in the Navy (normally a 4-year enlistment). Questionnaires are administered at five key points in the recruit's/Sailor's first term: (1) during their first day in recruit training; (2) at the end of recruit training; (3) at the end of Apprentice or "A" School training; (4) any time the recruit/Sailor exits the Navy during training; and (5) after the Sailor gets to his/her fleet job.

The over arching program – *Whole Person Assessment* – is designed to replace the current induction process with a more flexible and accurate one that will also allow us to de-emphasize the focus on mental ability by including personality and interest measures, as well as a greater understanding of the processes leading to attrition, in making classification decisions. Collectively, these efforts would transform and modernize enlisted classification by making it applicant-centric while improving job satisfaction and performance, reducing attrition, and increasing continuation behavior. First Watch is an important component of our research program to overhaul and improve the Navy's enlisted selection and classification process.

This report describes the data collected during the first year of the project and the initial results. This report was written using a contract between the Department of the Army and Battelle Memorial Institute (DAAH04-96-C-0086). The research program was sponsored by the Office of Navy Research (Code 34) and funded under PE 0602236N and PE 0603236N.



David L. Alderton, Ph.D.
Director

Executive Summary

Historically, first-term enlisted attrition has fluctuated between 25 and 35 percent. This represents a cost to the Navy in the millions of dollars each year and a cost to the readiness of the fleet in unfilled billets aboard Navy ships.

First Watch is a longitudinal project designed to determine the root causes of this attrition by tracking cohorts of first-term Sailors from their entry into the Recruit Training Center (RTC) through their jobs in the fleet. Questionnaires were administered at five key points in a recruit's/Sailor's first-term: (1) during their first day in recruit training, (2) at the end of recruit training, (3) at the end of "A"/Apprentice School, (4) whenever the recruit/Sailor exited the Navy from training, and (5) during the Sailor's first year in the fleet. These questionnaires covered topics that have been related either to attrition in the professional literature, or their relevance to the Navy. The constructs covered in these questionnaires included:

- Demographics
- Expectation for success in training and in the fleet
- Perceptions of stress during training and in the fleet
- Perceptions of morale during training and in the fleet
- Reasons for joining the Navy
- Ways of coping with stress
- Person-organization fit
- Experiences in the Delayed Entry Program (DEP)
- Experiences in recruit training, "A"/Apprentice School, and in the fleet
- Social support while in training

This report covers the first 18 months of the project and deals with data collected from recruits and Sailors while in training (at both RTC and "A"/Apprentice School). The dependent measures examined in this paper were attrition from training and experiences while in training.

Results

Results show that RTC attrites were most likely to join the Navy for reasons having to do with either getting away from their situation at home or for the benefits offered by the Navy. Typical RTC graduates tended to join the Navy for reasons related to personal development, travel, and new experiences. Graduates also reported more social support, lower stress, and higher morale during their time in RTC than did attrites.

RTC graduates and attrites were also different in the ways they coped with stress and in their initial “Fit” with the Navy. Attrites tended to report using stress coping styles of “wishful thinking,” “avoidance,” and “blaming self” more than RTC graduates. RTC attrites also reported lower scores for “Fit” with the Navy, on constructs related to teamwork and personal job initiative than did RTC graduates.

RTC attrites were more negative about plans for the Navy as a career than were RTC graduates. Even at the beginning of RTC training, RTC attrites were less positive in career intentions and their intentions to complete their first enlistment than were RTC graduates. Also, RTC attrites reported less often that it was extremely important for them to complete their training, than did those that would ultimately graduate from RTC.

Attrites were much more negative about the Navy than were RTC graduates. More RTC attrites reported that their experiences in the Navy fell short of their expectation than RTC graduates. Attrites were also much less likely to report that they would recommend the Navy, or their recruiter, to a friend or family member than RTC graduates. Not surprisingly, attrites were also less likely to report that the Navy was their best career choice than RTC graduates.

Graduates and attrites also differed in their perception of improvement during training. Using a scale measure of items examining such areas as level of self discipline, physical fitness, and ability to lead RTC graduates reported having improved over their time in RTC substantially more than did attrites.

Attrites were asked to pick from a list of 17 reasons for leaving the Navy. The top reasons for attriting from the Navy during training were: (1) prior medical problems; (2) mental health problems; (3) homesickness; (4) drug/alcohol abuse; and (5) lack of motivation or boredom.

Overall, perceptions of treatment at RTC and “A”/Apprentice school were positive, for both graduates and attrites, though more so for graduates than attrites. Most respondents reported that they had been treated with respect and courtesy while in training, noted that there were few incidents of harassment or unfair treatment, and rated the facilities and services at RTC and their “A”/Apprentice school positively.

“A”/Apprentice School respondents also provided a class and instructor evaluation as part of the First Watch questionnaire administered at the end of their training. The majority of those responding to these items were positive about the classes they had attended and their instructors, and reported that they found the course challenging.

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Introduction

All organizations face problems with retention and attrition. The U.S. Navy is no exception. At the time this project began, the Navy enlisted approximately 50,000 individuals annually and, at the time when data collection began faced attrition rates of approximately 30 percent (Golfin, 2005) for the first term of enlistment (usually a 4-year term of obligated service). Almost one-third of those who attrite during the first term of enlistment fail to complete the eight-week basic Recruit Training Course at the Recruit Training Command (RTC) in Great Lakes, IL.

When recruits fail to complete their obligation (i.e., attrite), the Navy suffers monetary costs from the loss that are compounded by replacement costs. Beyond direct costs, there are less direct costs associated with first-term attrition. These include costs related to fleet personnel instability, reduced readiness, lower morale, and excessive burden on remaining personnel. Moreover, after the attrite returns home he/she may carry a negative message that may reduce the enlistment propensity of family or peers in the future, thereby elevating the cost of subsequent recruiting. In the context of low unemployment, difficult recruiting, and the possibility of manning shortfalls, traditionally accepted levels of loss during the first term can no longer be tolerated.

First Watch Study Objectives

This project, referred to as First Watch on the First Term of Enlistment, represents an effort to better understand recruits'/Sailor's career progress during the important first term of enlistment. This involves a comprehensive view of the recruits' background and demographics, as well as their recruitment, classification and reclassification, and training experiences throughout their first term. The primary objectives are to identify and understand the root causes of attrition, to reduce unwanted attrition, and to improve retention during the first term of enlistment. If these objectives are met, there may be secondary benefits, which stem from an improved "fit" of the recruit to the Navy. These secondary benefits include:

- Increased quality of Sailors to the Fleet.
- Improved personnel readiness.
- Decreased recruiting demands.
- Better management of the training pipeline.
- Optimization of training class size.

Background on Navy Recruitment and Training

The Navy maintains recruiting offices across the country with active duty Navy personnel assigned recruiting duties. Each recruiter is given a monthly goal of recruits to enlist and must work diligently to meet that goal. Applicants are screened and tested to ensure they meet Navy qualification standards. Once this process is complete, each

applicant meets with a Navy classifier who knows the Navy's current manpower needs and specific job availability. That, combined with applicant test scores and job interests, results in a contract that usually specifies a rating (job series) and, possibly, specific training schools. Applicants are given a date for reporting for service and travel on that date to the Great Lakes Naval Service Training Center (NSTC) for their initial Recruit Training Course (RTC). Unless coming from the immediate area, recruits fly into O'Hare airport and report to a holding area. Each evening, Navy personnel from Great Lakes arrive to escort charter buses of new recruits to Great Lakes. At Great Lakes, recruits begin a tightly controlled in-processing that includes the traditional haircuts, issuance of new uniform items, and shots. From in-processing, recruits are assigned to a training division and begin eight weeks of training. If trainees successfully complete training requirements, they graduate from RTC and go to the next phase of training.

After graduating from RTC, those promised advanced training for a rating go to an "advanced" or "A" School. About half of the Navy's "A" Schools are located at Great Lakes. After completing "A" School, some Sailors go on to even more advanced schools before reporting to their first assignment. Others report directly to the fleet. For those RTC graduates not promised advanced schools, the Navy operates three apprentice schools at Great Lakes. These schools last 2–3 weeks and afterwards these Sailors are shipped to their first assignment in the fleet. Throughout the remainder of this report, "A" Schools and Apprentice Schools are referred to in a combined way as "A"/Apprentice Schools.

This Report

This report provides an overview of the First Watch project and the results of the first year's data collection. It describes the development and modification of the measures used in this project and presents the findings from data collected from a cohort of recruits from April 2002 through the end of November 2003. Future reports will describe the evolution of study measures and findings as the cohort is tracked throughout the first term of enlistment. Due to the length of the appendices they have been provided in Adobe PDF format on the attached CD.

Method

During RTC and "A"/Apprentice Schools trainees attrite for a variety of reasons: medical problems (such as injury during training), drug use, misconduct, and problems that existed prior to enlistment. Because we must first understand attrition processes before we can design ways of reducing it, this research proposes a more comprehensive investigation of first-term enlisted attrition than any prior Department of Defense (DOD) or civilian research and places attrition in the larger context of organizational and individual differences theory and research. This study started by surveying all new recruits who reported to the RTC to begin training from April 2002 through August 2003. Additional data were collected on this cohort at the end of basic training and the

end of “A”/Apprentice School. An exit survey was also given to any cohort member who attrited during training and left the Navy from the separation barracks at Great Lakes. In the future, the project will use information from several existing databases and augment that with data collection points keyed to other events in the first term.

Selection of Participants

A cohort of recruits who began training between April 2002 and August 2003 comprises the group of approximately 50,000 new recruits who were selected to participate in this study. This cohort will be followed through their first term of enlistment, normally four years. This report focuses on a cross-sectional and longitudinal analysis of the data collected from the time this cohort entered the Navy through approximately November 2003. During this time, members of the cohort may have completed boot camp (RTC), completed “A”/Apprentice School, or have left the Navy at any time before completion of RTC or “A”/Apprentice School.

Data Collection

Data for this portion of the project is being collected at four different points. These points are: (1) on the first day of in-processing, (2) upon graduation from RTC, (3) upon graduation from “A”/Apprentice School, and (4) upon leaving the Navy prior to completion of RTC or “A”/Apprentice School (Figure 1).

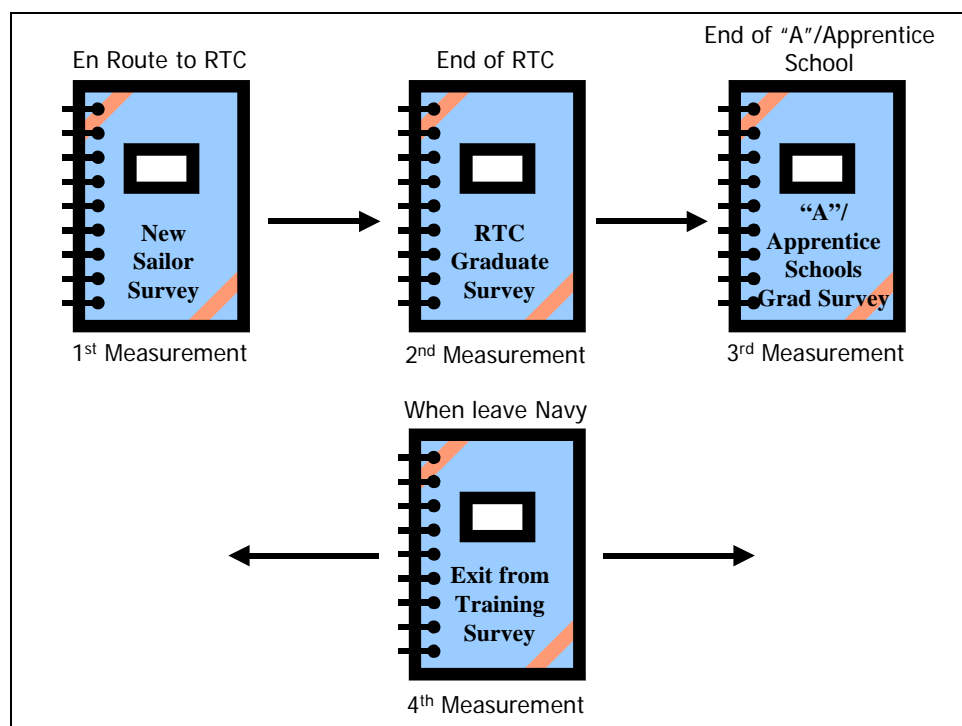


Figure 1. Measurements taken during the first year of the First Watch study.

New Sailor Survey

The New Sailor Survey (Appendix A) was administered on the first day of in-processing. All new recruits were asked to complete the survey while in transit to the Great Lakes RTC from O'Hare airport. Surveys were passed out by a Navy petty officer and collected upon arrival at Great Lakes. This questionnaire asks for demographic information and a self-assessment of the recruits' personal values, their experiences with recruiting and classifying, their reasons for joining the Navy, their expectations of training, their approach to stress-coping, and their fit with the Navy as measured by the Navy Fit Scale (see "Navy P-O Fit Scale" in Study Measures, below). As of November 2003, New Sailor Survey data had been collected from 47,764 recruits.

RTC Graduate Survey

Of the 47,764 recruits who completed the New Sailor Survey, almost one-half (22,590 or 47.3%) completed the RTC Graduate Survey (Appendix B). In addition, the survey was completed by another 11,054, who had not completed the New Sailor Survey or could not be identified as such. This questionnaire included the Navy Person-Organization (P-O) Fit Scale, an organizational commitment scale, a report of training experiences, and an evaluation of training at RTC. It was administered to all trainees who were on the first day of the eighth week of RTC (boot camp), and had been identified for graduation. Questionnaires were administered by Petty Officers in a classroom prior to an informational briefing on Navy benefits. Completed questionnaires were dropped in a box, which was then sealed and shipped to the Navy Personnel Research, Studies, and Technology's (NPRST) survey operations center.

"A"/Apprentice Schools Grad Survey

Sailors were surveyed in the last week of training for their "A"/Apprentice school. During this portion of the project, for the "A"/Apprentice school; survey, both online and paper-and-pencil surveys were utilized. For the paper-and-pencil surveys, the student class leader distributed the questionnaires, then collected and returned these to a school official. Surveys were boxed and returned to the NPRST survey operations center. For the online surveys, students were given the opportunity to complete the surveys in designated computer labs during specified times. The "A"/Apprentice Schools Grad Survey (Appendix C) includes all of the items in the RTC Graduate Survey, but the item content was updated to apply to specific events in "A" or apprentice training. As of November 2003, 10,376 "A"/Apprentice School graduates had completed the questionnaire. This included 5,803 (12.1%) of those who could be identified as having completed the New Sailor Survey and 4,470 (13.3%) of those who could be identified as having completed the RTC Graduate Survey.

Exit from Training Survey

All who leave the Navy during training at Great Lakes were asked to complete an Exit Survey (Appendix D) at the separation barracks while awaiting discharge. This questionnaire included the Navy Fit Scale, experiences in the Navy, reasons for leaving, and training experiences. As of October 2003, 2,597 individuals had completed the Exit

Survey; of these, the overwhelming majority (2,304 or 88.7%) were exiting prior to graduating from RTC and a very small percentage (37 or 1.4%) were exiting after graduating from RTC but prior to graduating from “A”/Apprentice School. Of the Exit Survey sample, 1,643 (63.3%) had been identified as also having completed the New Sailor Survey. Prior to hearing a legal brief, Navy enlisted personnel assigned to the separation barracks distributed the questionnaires, and then boxed and returned these to the NPRST survey operations center.

Throughout this report, those who completed the New Sailor Survey are referred to as new recruits; those who completed the RTC Graduate Survey are referred to as RTC graduates; those who completed the “A”/Apprentice Schools Grad Survey are referred to as “A”/Apprentice School graduates; and those who completed the Exit from Training Survey are referred to as exiting the Navy.

Data Analysis

The data from the first year of the study was subjected to two types of analysis. The first is a cross-sectional analysis that includes all respondents to all four surveys. The second is a longitudinal analysis limited to matched data for graduates (those who graduated from RTC and completed the New Sailor and the RTC Graduate surveys) and attrites (those who completed the New Sailor and the Exit from Training surveys). This latter analysis is limited to those who provided their Social Security Numbers (SSNs) so that their data could be matched across surveys.

Study Measures

For this project, a number of new measures were developed and several existing measures were modified to meet project needs. Measures of training attrition and training effectiveness served as the dependent variables in this study against which the background and predictor measures were evaluated. Below is a summary of the background and other predictor measures and the training attrition and effectiveness outcome measures.

Background and Other Predictor Variables

The study incorporated a number of traditional and non-traditional measures as predictors of training effectiveness. The more traditional background and predictor measures included demographic information; expectations and motivations, recruitment, and classification; and social support and experiences with Navy training and training facilities/services. In addition, several measures were developed or modified for this study. These included:

- Navy P-O Fit Scale (Mottern, White, and Alderton, 2002).
- A value similarity scale (Mottern, White, and Alderton, 2002) included as part of the overall organizational commitment scale used in this project (Meyer & Allen, 1987).
- Modified Ways of Coping Checklist (WCCL), based on the WCCL developed by Vitaliano, Russo, Carr, Maiuro, and Becker (1985).

Demographic Data

Table 1 presents an overview of demographic data and the survey samples for which these data were collected. Basic demographic data (e.g., gender, marital status, and pay grade) were collected in all four surveys; additional demographic data (e.g., education, race, children, and prior military or work experience) were collected only in the New Sailor Survey; data related to ASMOs¹ and separation from the Navy were collected from RTC graduates and those exiting the Navy; and “A”/Apprentice School status was collected for “A”/Apprentice School graduates.

Table 1
Background information

Survey Samples				Measures
New Recruit	RTC Grad	“A”/ Apprentice School Grad	Exiting the Navy	
✓	✓	✓	✓	Demographic Information
✓				Gender, marital status, paygrade
				Education, race, children, prior military and work experience
	✓		✓	ASMO
		✓		“A”/Apprentice School status
	✓		✓	Separation situation, type, and location of separation

Motives to Join, Expectations for Success, Recruitment, and Classification Measures

Table 2 presents an overview of the study measures concerning recruits’ motives to join the Navy, expectations for success during boot camp, and their recruitment and classification experiences by survey sample. Measures dealing with recruitment focused on the number and quality of contacts that the recruit had with the recruiter, including meetings at the Delayed Entry Program (DEP). Classification measures focused on the

¹ This term refers to those who have been set back in training.

quality of the information provided, reasons for reclassification (if applicable), and recruits' satisfaction with their treatment by the classifier and their assigned job. In addition to specific single-item measures, global measures were developed to reflect the recruits' overall satisfaction with recruiting and classification.

Table 2
Motives to join, expectations for success, recruitment, and classification measures

Survey Samples				Measures
New Recruit	RTC Grad	"A"/ Apprentice School Grad	Exiting the Navy	
✓				Motives to join/expectations for success
✓				Reasons for joining the Navy
				Expectation for success in boot camp
				Experiences related to recruitment
✓	✓		✓	Number & quality of contact with recruiter, perceptions of recruiter, and preparation by recruiter for RTC
✓	✓		✓	Whether the recruit would recommend his/her recruiter to a friend/family member
✓	✓		✓	Overall recruiting experience
✓				Number/length/value of DEP meetings
				Experiences related to classification
✓				Satisfaction with amount of time with classification
✓	✓		✓	Explanation of factors related to classification
	✓		✓	Reclassified at RTC and reason for reclassification
	✓		✓	Treatment and satisfaction during reclassification
		✓		Attendance at guaranteed "A"/Apprentice school
		✓		Satisfaction with current rate

Measures of Social Support for Navy Career and Experiences with Navy Training

Table 3 presents an overview of the study measures concerning recruits' social support for succeeding in the Navy and their experiences with Navy training. The social support measures assess the influences that RTC personnel, fellow recruits/classmates, and family/friends have on individuals completing RTC and "A"/Apprentice School and the extent to which important people in their lives would be disappointed if they were to drop out before completing their enlistment. Items assessing experiences with Navy training measure the extent to which harassment, discrimination, and other problems exist in RTC and "A"/Apprentice School. These items also evaluate the "A"/Apprentice School Command/School Orientation (INDOC) program as well as "A"/Apprentice School instructors and courses.

Table 3
Social support and experience with Navy training measures

Survey Samples				Measures
New Recruit	RTC Grad	"A"/ Apprentice School Grad	Exiting the Navy	
				Social Support to Complete Navy Training
	✓	✓		Influence of NTC staff on you completing RTC or "A"/Apprentice School
	✓			Influence of fellow recruits/classmates on you completing RTC or "A"/Apprentice School
	✓	✓		Influence of family and friends on you completing RTC or "A"/Apprentice School
✓	✓	✓		Important people would be extremely disappointed if I dropped out before completing enlistment
				Experiences with Navy Training
	✓	✓	✓	Sexual harassment and sexual discrimination from different sources a problem?
	✓	✓	✓	Racial/ethnic discrimination from different sources a problem?
	✓	✓	✓	Other harassment or unfair treatment and other problems in class
		✓	✓	Command/school orientation (INDOC) evaluation
		✓		Instructor/course evaluation
	✓	✓	✓	Hours of sleep during training

Table 4 lists two measures that reflect the extent to which Navy life and training compared with recruits' and Sailors' expectations. It also includes the reasons for leaving the Navy cited by those who are exiting the Navy.

Table 4
Extent expectations were met and reasons for leaving the Navy

Survey Samples				Measures
New Recruit	RTC Grad	"A"/ Apprentice School Grad	Exiting the Navy	
	✓	✓	✓	Navy life compared with expectations
		✓		Training at "A"/Apprentice school compared with expectations
			✓	Reasons for leaving the Navy

Measures of Experiences with Navy Training Facilities and Services

A separate set of items evaluates a variety of Navy facilities and services, ranging from ditty bag (issued, personal hygiene items) and uniform issue to medical services to laundry services and the Bachelor Enlisted Quarters (BEQ) (Table 5). These items covering Navy facilities and services were not intended to be predictors of training outcomes; rather, they were included in the surveys in order to obtain feedback for RTC from trainees.

Table 5
Experience with Navy training facilities and services measures

Survey Samples				Measures
New Recruit	RTC Grad	"A"/ Apprentice School Grad	Exiting the Navy	
	✓		✓	Experiences with Navy facilities and services
	✓	✓	✓	Ditty bag and uniform issue
	✓	✓	✓	Medical (e.g., sick call, appointments, special physical, dental)
		✓	✓	Barber shop, galley, laundry and washers/dryers, and miscellaneous services/facilities
		✓	✓	Personnel and disbursing, and other services/facilities (e.g., library, commissary, Navy Exchange, athletic and special services)
		✓	✓	Bachelor Enlisted Quarters (BEQ)

Measures Developed or Modified for this Study

Table 6 presents an overview of measures that were developed or modified specifically for this study: (1) a new measure of person-organization fit (Navy P-O Fit Scale); (2) Modified Ways of Coping Checklist (WCCL); and (3) modified measure of commitment to the Navy (value similarity scale). Here, we will provide an overview of the theory and hypotheses related to these measures. The specific development and evaluation of these measures are described later within the Summary of Findings section of this report.

Table 6
Measures developed or modified for the First Watch study

Survey Samples "A"/				Measures
New Recruit	RTC Grad	Apprentice School Grad	Exiting the Navy	
				Navy P-O Fit Scales and Self-Rating Items
✓	✓	✓	✓	Military Character/Bearing (CB)
✓	✓	✓	✓	Quality of Work (QW)
✓	✓	✓	✓	Leadership (L)
✓	✓	✓	✓	Respect for Others (RO)
✓	✓	✓	✓	Teamwork (TW)
✓	✓	✓	✓	Personal Job Initiative (PJI)
	✓	✓	✓	P-O Fit self-ratings of physical fitness and overall effectiveness (single items)
				Modified Ways of Coping Checklist and Self-Rating Item
✓				Problem-Focused
✓				Avoidance
✓				Wishful Thinking
✓				Blaming Self
✓				Seeking Support
	✓	✓	✓	Level of stress experienced at RTC or "A"/Apprentice School
				Navy Commitment Scales and Self-Rating Items
	✓	✓		Affective Commitment
	✓	✓		Value Similarity
	✓	✓		Continuance Commitment
	✓	✓		How well do your personal values match those of the Navy?
✓	✓	✓	✓	It would be easy to find civilian jobs that provide pay and benefits equal to the Navy.

Navy P-O Fit Scale

Person-organization (P-O) fit has been shown to be related to attraction to an organization, organizational commitment, longer tenure, intention to quit, and actual turnover (O'Reilly, Chatman, & Caldwell, 1991; Bretz & Judge, 1994; Chatman, 1991; McCulloch & Turban, 2001). Most of the research uses the definition of P-O Fit proposed by Kristof (1996): "The compatibility between people and organizations that occurs when (a) at least one entity provides what the other needs, or (b) they share similar fundamental characteristics, or (c) both." Schneider, Goldstein, & Smith (1995) report support for the view that individuals are attracted to organizations that they believe provide a good fit with their personality, attitudes, and values.

From an organizational perspective, Bowen, Ledford, & Nathan (1991) suggest that organizations select individuals that they believe fit the values of the organization as well as the requirements of the job. Many researchers have focused on the match between people's values and the values of the organization (Chatman, 1991). Organizational values were usually determined by incumbents' ratings while individuals rated their preferences for working in organizations with this profile. In this circumstance, the correlation between the two profiles is the operational definition of fit.

This project modified traditional approach to P-O Fit for use with Navy recruits and Sailors in their first term of enlistment. Here, P-O Fit was defined as the similarity between individuals' self-perceptions of personal characteristics and the organization's desired personal characteristics. Instead of comparing the individuals' preferences with the organization's profile, the Navy's desired profile for individuals was derived from the Navy Evaluation Report & Counseling Record (E-1 to E-6) (NAVPERS 1616/26 (6-95)) and compared that to individuals' self reports of the desired characteristics. This new measure of person-organization fit is called the Navy P-O Fit Scale and was used, along with other measures, to predict retention and attrition during the first term of enlistment.

Organizational Commitment Scale

Organizational commitment has been conceptualized and measured in various ways. However, common to all these approaches is the link between commitment and outcome; employees who are strongly committed are least likely to leave an organization. It was hypothesized that Sailors with a strong affective commitment and similar values to the Navy and who have more reason to continue with the Navy will be more likely to succeed in Navy training and to complete their first-term enlistment than would those who have a weaker commitment, dissimilar values, and less reason to continue.

A model of commitment developed by Meyer & Allen (1987) that includes three components (affective, continuance, and normative) was used in the study. Based on pre-test results, the normative component was dropped and a new subscale, value similarity, was developed and added to the modified commitment scale used in this study.

Modified Ways of Coping Checklist

Beginning a career in the Navy can be a very stressful event in the lives of young recruits. Leaving home, family, and friends to live with 60 to 80 strangers is in itself stressful for most recruits. Living in a barracks for eight weeks with these strangers, while having all your time closely supervised and evaluated by a Recruit Division Commander (RDC), can only increase the stress. As noted by Cable and Parsons (2001), “Stress and anxiety are likely to be high when newcomers find themselves in a new organization because they do not possess comfortable routines for handling interactions and predicting the responses of others.” The First Watch study included a revised Ways of Coping Checklist (WCCL) (Vitaliano et al., 1985). It was hypothesized that recruits with stress coping skills more appropriate to recruit training would be more likely to complete training than those with less appropriate skills.

Training Effectiveness or Outcome Measures

Approximately 65 percent of new Navy recruits complete their first term in the Navy. Based on prior research, it was thought that better Navy P-O Fit, higher commitment, and stronger stress coping skills would be positively related to retention (White & Mottern, 2004). The overall measure of attrition at the end of the 4-year commitment will be included in the final project report at the end of the First Watch study. For purposes of this report, shorter-term attrition and surrogate outcome measures were used in place of this ultimate overall first-term attrition measure.

The training effectiveness and other outcome measures collected during the first year of the study are listed in Table 7, along with the survey samples on which they were collected. The primary training effectiveness outcome measures include RTC graduation or attrition and perceived changes in knowledge, skills, and abilities (KSAs). Secondary outcome measures include Navy career intent, the Navy as best career choice, importance of completing current enlistment, morale, and whether recruits and Sailors would recommend the Navy to a friend or family member.

Table 7
Training effectiveness outcome measures

Survey Samples			Exiting the Navy	Measures
New Recruit	RTC Grad	"A"/Apprentice School Grad		
				Primary Outcome Measures
✓	✓	✓	✓	Graduation from RTC vs. attrition during RTC
	✓	✓	✓	Change in KSAs compared to when started boot camp or "A"/Apprentice School
				Secondary Outcome Measures
✓	✓	✓		Navy career intentions
✓	✓	✓		Navy as best career choice
✓	✓	✓		Importance to complete current enlistment
	✓	✓	✓	Level of morale during recruit training or "A"/Apprentice School
✓	✓		✓	Whether recruit would recommend the Navy to a friend/family member
		✓		Success in "A"/Apprentice School

RTC Graduation/Attrition

First-term attrition in the Navy may be defined as failure to complete the first term of obligated service, usually the first four years of service. How quickly a recruit leaves the Navy is defined as "survivability" and it was theorized that low levels of P-O Fit, low commitment, poor stress coping skills, low levels of perceived social support, unmet expectations of the Navy, and negative experiences in training are related to survivability.

Traditionally, the highest attrition during the first year of the first term in the Navy occurs during the eight weeks at RTC, with approximately one-tenth (8–12%) of recruits who enter boot camp failing to graduate from RTC. This compares to less than 1 percent attrition rate from "A"/Apprentice School. Therefore, the primary effectiveness or outcome measure during the first year of data collection in this study was defined as survivability through RTC. Data on this measure was obtained directly from official RTC records for all recruits who completed at least one of the three surveys administered at RTC and who provided their social security number (SSN). This measure was available for approximately three-fourths (46,178 or 72.8%) of the 63,404 completed surveys; it was not available for the remaining surveys (17,226 or 27.2%) because survey respondents failed to provide their SSNs.

Changes in KSAs

Sailors assessed the impact of Navy training on a number of different KSA areas by answering the question, *Compared to before you started boot camp/“A”/Apprentice School, would you say the following area has improved, stayed the same, or become worse?* The areas listed included level of self discipline, self-confidence, and physical fitness; ability to cope with stress, lead, succeed in the Navy, and manage financial affairs; motivation; military bearing; and (only for “A”/Apprentice School graduates) study habits. The findings section describes the development of an overall measure of change in KSAs, which combines responses to the separate items.

Five secondary outcome measures were defined by items in the New Sailor, RTC Graduate, “A”/Apprentice Schools Grad, and Exit from Training Surveys. (Items were designed to reflect the extent to which the respondents cared about and were committed to succeeding in the Navy and were not on every survey.) These measures described recruits’ and Sailors’ intentions concerning their current enlistment, whether the Navy was their best career choice, the importance of completing their enlistment, morale, and whether they would recommend the Navy to a friend or family member.

- **Navy Career Intentions.** Navy career intentions were assessed by the item, *What are your Navy career intentions?* The four responses were: *To complete training in a trade or skill, then leave the Navy before my obligation is completed; to complete my enlisted obligation, then leave the Navy; to make the Navy a career (20 years or more); and I am not sure of my plans.* (When used as a continuous variable, the response *I am not sure of my plans* was treated as missing data.)
- **Navy as Best Career Choice.** In response to the statement, *The Navy is my best current career choice*, individuals checked one of the following: *Strongly agree, Agree, Neither agree nor disagree, Disagree, and Strongly disagree.*
- **Importance of Completing Enlistment.** This item asked, *How important to you is it that you complete your current enlistment?* Responses included: *Extremely important, Very important, Moderately important, Slightly important, and Not at all important.*
- **Level of Morale.** Level of morale during training was measured with a single item: *During Recruit training/“A”/Apprentice School/recent training, my overall level of morale was?* Responses included: *Very high, High, Moderate, Low, and Very low.*
- **Willingness to Recommend the Navy.** The last outcome measure asked new recruits, RTC graduates, and those exiting the Navy if they agreed or disagreed with the statement, *I would recommend the Navy to a friend/family member.* Response alternatives were: *Strongly agree, Agree, Neither agree nor disagree, Disagree, and Strongly disagree.*

Cross-Sectional Analysis Findings: Demographics

This cross-sectional analysis is based on the total sample (i.e., all respondents to each of the four surveys). The cross-sectional analysis findings in this section will be presented in the order of the measurement areas listed above.

Table 8 presents the cross-sectional sample sizes for each of the four surveys. In total, there were 63,404 records in the first year database. Data was combined into a single record across all of the surveys for respondents who provided their SSNs on the survey. Data for those who did not provide SSNs were included in the database as a separate record for each completed survey. As shown in Table 8, three-fourths (47,764 or 75%) of the records contained New Sailor Survey data; about one-half (33,644 or 53%) contained RTC Graduate Survey data; almost one-fifth (10,376 or 16%) contained “A”/Apprentice Schools Grad Survey data; and about 4 percent (2,597) contained Exit from Training Survey data.

Table 8
Cross-sectional sample sizes

Surveys	Number of Completed Surveys	% of Total Records^a
New Sailor Survey	47,764	75
RTC Graduate Survey	33,644	53
“A”/Apprentice Schools Grad Survey	10,376	16
Exit from Training Survey	2,597	4
Total number of records in the database	63,404	

^a Percentages do not add to 100% because many records contain multiple surveys.

In all four surveys, three types of demographic data were obtained: gender, marital status, and paygrade. All other demographic data were obtained only in the New Sailor Survey.

Gender

Over four-fifths (83%) of new recruits and RTC graduates who responded are male; almost one-fifth (17%) is female. Similar percentages of “A”/Apprentice School graduates and those exiting the Navy are males (79%) and females (21%) (Figure 2).

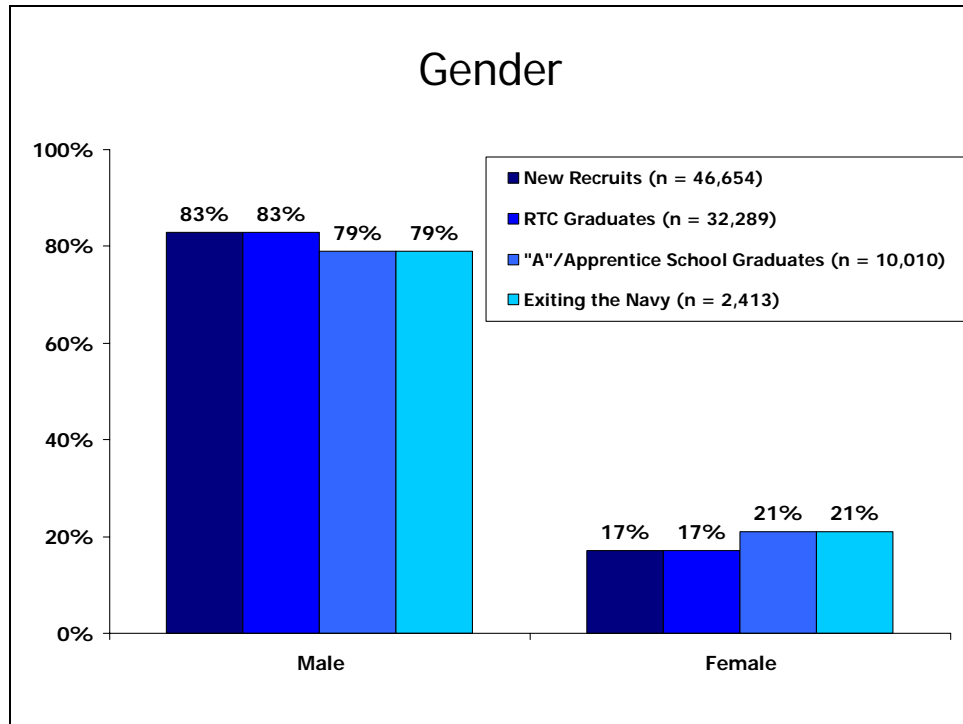


Figure 2. Percentage of cross-sectional sample by gender.

Marital Status

While the overwhelming majority of the respondents are single (with a range of 85–93% across the four survey groups), the percentage that are married ranges from a high of 13 percent of “A”/Apprentice School graduates to a low of 6 percent of new recruits and RTC graduates (Table 9).

Table 9
Cross-sectional sample by marital status

	New Recruits (n = 46,665) %	RTC Graduates (n = 32,272) %	"A"/Apprentice School Graduates (n = 10,017) %	Exiting the Navy (n = 2,418) %
Single, never married	93	93	85	91
Married	6	6	13	7
Legally separated	0	0	1	1
Divorced	1	1	1	2
Widowed	0	0	0	0

Paygrade

As might be expected with the passage of time and the increase in training and skills development, paygrade increases with the length of time the person is in the Navy. As shown in Figure 3, approximately one-half (54%) of the new recruit respondents are E-1s, slightly over one-fourth (28%) are E-2s, less than one-fifth (18%) are E-3s, and none are E-4s. By the time the recruits graduate from RTC, the percentage of E-1 respondents has dropped to 43 percent, the percentage of E-2s has risen to 35 percent, and the percentage of E-3s has risen to 23 percent for both groups. A very low percentage of the survey respondents were E-4s or above (6%), and these were "A"/Apprentice School graduates.

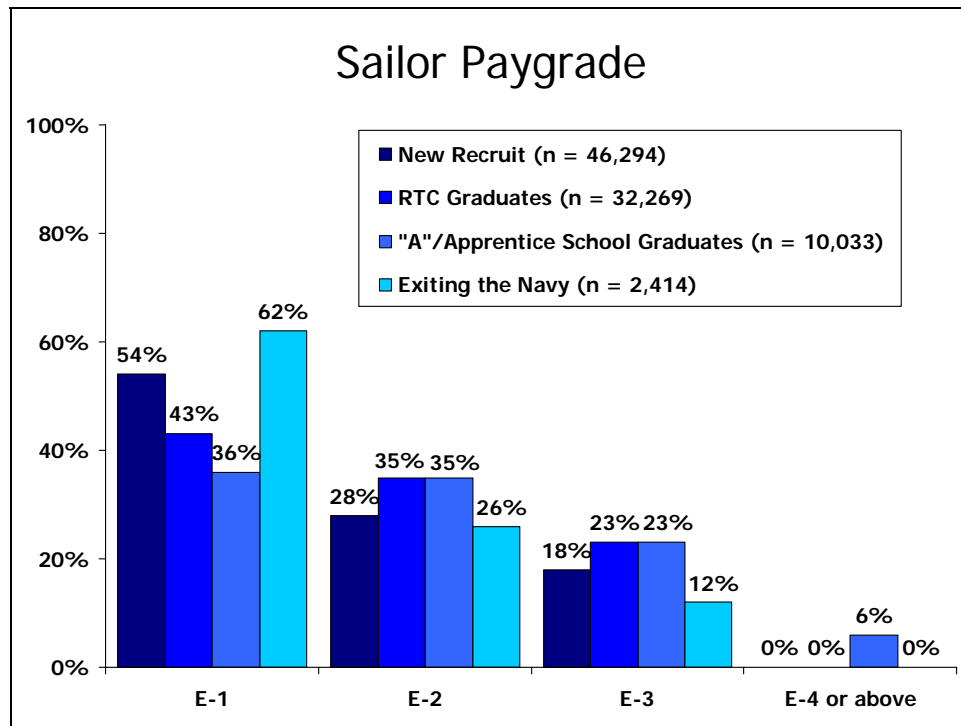


Figure 3. Percentage of cross-sectional sample by paygrade.

Racial/Ethnic Background

Recruits were asked, *Are you of Spanish/Hispanic descent?* and *Are you White, Black/African American, Asian/Pacific Islander, Native American/Aleut/Eskimo, or other?* Respondents were permitted to check all that apply, so the percentages in Table 10 do not sum to 100 percent. Of the new recruits who responded, 16 percent are of Spanish/Hispanic descent. In addition, 64 percent are White, 19 percent are Black/African American, 5 percent are Asian/Pacific Islander, 5 percent are Native American/Aleut/Eskimo, and 10 percent marked Other.

Table 10
Cross-sectional sample by racial/ethnic background

	New Recruits (n = 47,764) % Yes
Spanish or Hispanic decent ²	16
White	64
Black/African-American	19
Asian/Pacific Islander	5
Native American/Aleut/Eskimo	5
Other	10

Education

Figure 4 shows the educational background for the respondents to the New Sailor Survey.

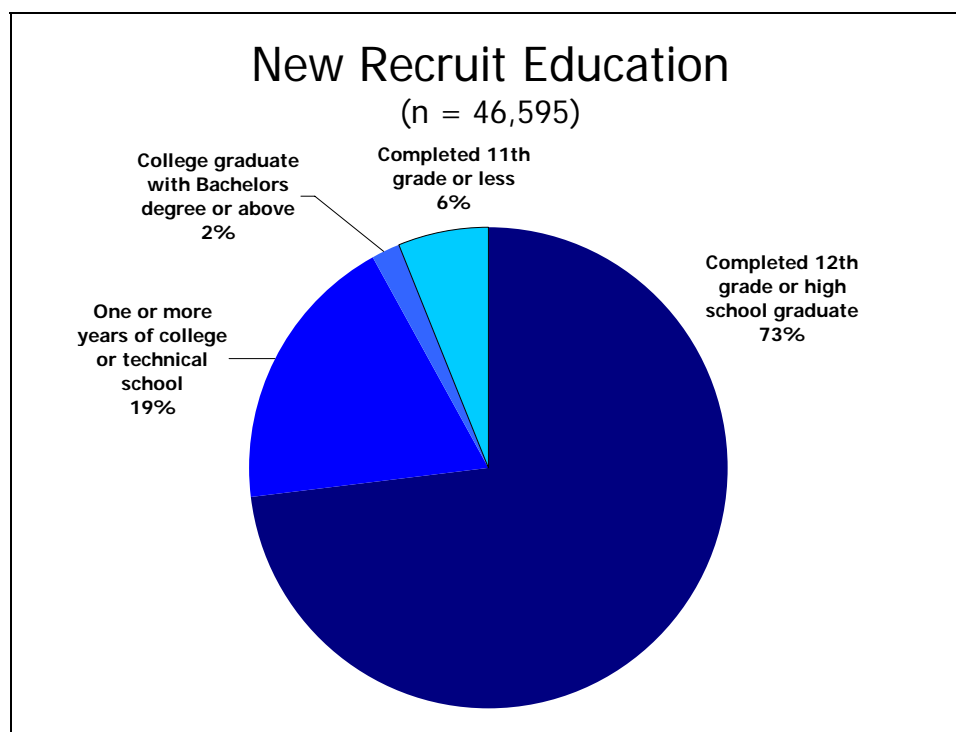


Figure 4. Percentage of cross-sectional sample by education level.

² The question on Spanish or Hispanic decent was included as a separate item.

About one-twentieth (6%) of the new recruits indicated that they have completed the eleventh grade or less; almost three-fourths (73%) have completed the twelfth grade; one-fifth (19%) have completed one or more years of college or technical school, and 2 percent have graduated from college with a Bachelors Degree or higher. Of those who finished high school, 86 percent earned their diploma from a traditional public or private institution.

Prior Work Experience

Prior to entering the Navy, very few (2%) of the new recruits had previously been in the military; of those, 1 percent had previously been in the Navy, while the remaining 1 percent had been in either the Army, Marine Corps, Air Force, or Coast Guard.

Figure 5 shows the employment status of the new recruits in the six months before they entered the Navy. As shown, three-fourths (75%) of these new recruits were employed prior to enlistment: over one-third held a full-time job and two-fifths held a part-time job. One-tenth (11%) were full-time students, and about one-fifth (22%) was not employed.

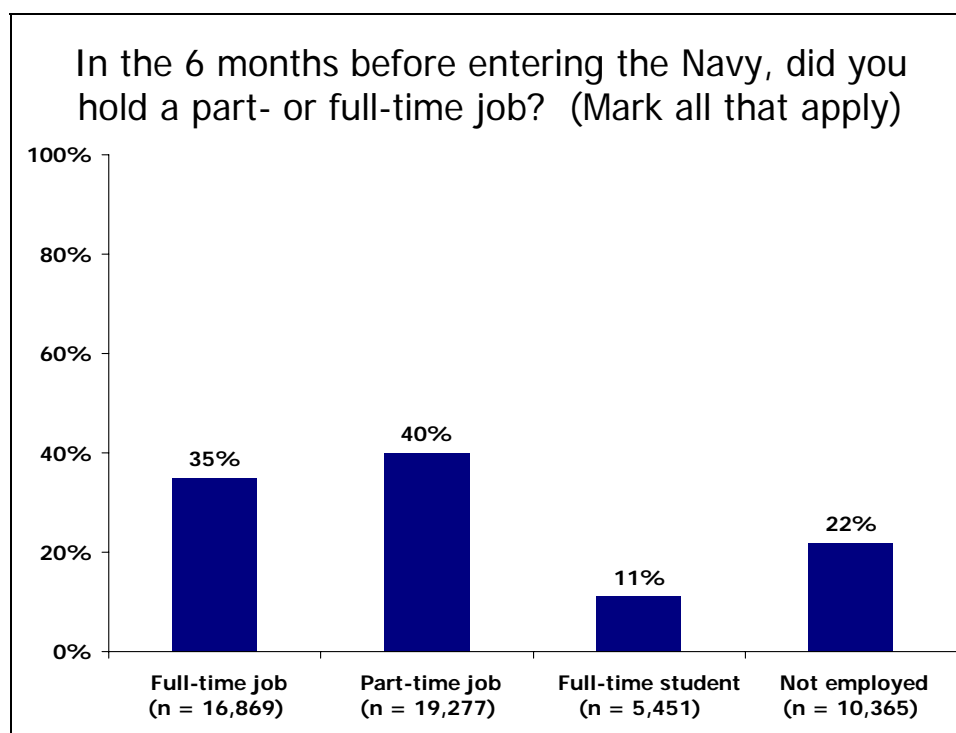


Figure 5. Percentage of cross-sectional sample by prior work experience.

Children

Most of the new recruits (90%) reported that they do not have children under the age of 18. Of those who do have children, most (81%) said their child(ren) was staying with their spouse, 9 percent said the child was staying with their parents or in-laws, and 10 percent said the child was staying with another relative, a friend, or other (Table 11).

Table 11
Custody of recruits' children

Who currently has custody of your children?	New Recruits (n = 3,195) %
Spouse	81
Your parents or in-laws	9
Another relative	2
Friend	1
Other	8

"A"/Apprentice School Status

Sailors who completed the "A"/Apprentice Schools Grad Survey were asked about their current "A"/Apprentice School status (Table 12).

Table 12
"A"/Apprentice School status

I am currently	"A"/Apprentice School (n = 9,644) %
Completing my designated "A" School	53
Completing an apprenticeship school	43
Reclassified to an apprenticeship school	2
Reclassified to an "A" School	2

About one-half (53%) were completing their designated "A" School; about two-fifths (43%) were completing their apprenticeship school; and only 2 percent had been reclassified to an apprenticeship school or an "A" School.

Number and Type of ASMOs

Table 13 shows the percent of RTC graduates and those exiting the Navy who had done something for which they had been ASMO'ed since starting training, the number of times they had been ASMO'ed, and the reasons why. As shown, most RTC graduates (96%) reported that they had never been ASMO'ed. For those 4 percent who had been ASMO'ed, 33 percent had been ASMO'ed for academic reasons, 11 percent had been ASMO'ed for discipline, 10 percent for medical reasons; and almost one-half had been ASMO'ed for "Other" reasons.

Table 13
Number of times ASMO'ed and reasons why

	RTC Graduates %	Exiting the Navy %
Since starting training, have you done anything for which you were ASMO'ed?	(n = 31,439)	(n = 2,312)
No	96	59
Yes, once	4	34
Yes, two or three times	0	5
Yes, four or more times	0	1
Which was the reason for the ASMO?	(n = 1,317)	(n = 976)
Medical	10	65
Academic	33	4
Discipline	11	5
Other	45	26

In contrast to 4 percent of RTC graduates, 40 percent of those exiting the Navy reported that they had done something for which they had been ASMO'ed. Of this 40 percent, the majority (84%) had done something for which they had been ASMO'ed once; 13 percent had been ASMO'ed two or three times; and 3 percent, 4 or more times. About two-thirds (65%) of these were ASMO'ed for medical reasons, one-fourth (26%) for "other" reasons, and 5 percent each for academic and discipline reasons.

Attrition Data

Two different types of attrition data were available in this study: one was based on official RTC training records of those who provided their SSN (an optional field in the surveys) and indicated whether or not the recruit had completed RTC training; the other was based on the Exit Survey, in which respondents indicated where they were in training (either RTC or "A"/Apprentice School) when the decision was made that they would leave the Navy.

Table 14 compares the attrition data from the official records and from the surveys. Based on the attrition data derived from the training records of those respondents who provided SSNs on their surveys, the data suggest an attrition rate of 9 percent. The survey data suggest a slightly lower rate, i.e., only 6 percent leaving the Navy prior to RTC graduation.

Table 14
Graduation rates by data source

	RTC Data %	Survey Data %
RTC Graduation Rates	(n = 46,178)	(n = 35,897)
Yes, graduated from RTC	91	94
No, did not graduate from RTC	9	6
"A"/Apprentice School Graduation Rates		(n = 10,407)
Yes, graduated from "A"/Apprentice School		100
No, did not graduate from "A"/Apprentice School		.4

Most people who separate from the Navy do so during RTC. Out of the 2,339 who filled out the Exit Survey, 98 percent said that they were in RTC when they separated and only 2 percent said they were in "A"/Apprentice School when the decision was made that they would leave the Navy. These data suggest that once a person graduates from RTC and enters "A"/Apprentice School, there is a very high probability that they are going to graduate from "A"/Apprentice School.

Separation Situation and Type of Discharge

Those who completed the Exit Survey were asked about their separation situation (Table 15). Only 14 percent reported a voluntary separation before the end of enlistment; three-fourths (77%) reported an involuntarily separation; and less than one-tenth (9%) reported another type of separation. This "other" category may include such reasons as disability, dependency, hardship, convenience of the government, or unsuitability. When asked to describe their separation from active duty, about one-tenth (12%) indicated that they had received an Honorable discharge; the remaining nine-tenths (88%) indicated that it was a discharge that was other than an Honorable one; this would include general, other than honorable, bad conduct, or dishonorable discharges.³

³ Integrated Publishing, *Navy Publication 14325: Types of Discharge*, Chapter 16, p. 31.
http://www.tpub.com/content/advancement/14325/css/14325_487.htm. Retrieved April 5, 2004.

Table 15
Current separation situation and type of discharge

	Exiting the Navy %
What is your current separation situation?	(n = 2,375)
Voluntary separation before end of enlistment	14
Involuntary separation	77
Other	9
Which of the following describes your separation from active duty?	(n = 2,396)
Honorable	12
Other type of discharge	88

Cross-Sectional Analysis Findings: Motives to Join, Expectations for Success, Recruitment, and Classification

Motives to Join the Navy

New recruits' motives to join are reflected in their responses to the item, *Please indicate the extent to which the following factors have influenced you (contributed to your decision) to join the Navy*. For each of the 24 potential reasons listed, respondents were asked to check one of the following: *Very great extent*, *Great extent*, *Moderate extent*, *Slight extent*, *Not at all*, or *Does not apply*. For analysis purposes, the response *Does not apply* was treated as missing data.

Table 16 summarizes the extent to which these 24 factors contributed to the new recruits' decisions to join the Navy. As shown, the top seven reasons that influenced recruits to a very great or great extent to join the Navy are:

- Travel and new experiences.
- Education benefits.
- Personal growth.
- Opportunity to work in specific occupation.
- Security and stability of a Navy job.
- Training in skills useful for civilian employment.
- Challenging or interesting work.

Almost three-fourths (73–77%) of the new recruits reported that their decision to join the Navy was influenced to a great or very great extent by personal opportunities, such as travel and new experiences, education benefits, and personal growth; and two-thirds (65–67%) were influenced by work-related factors, such as the opportunity to work in a specific occupation, security and stability of a Navy job, training in skills useful for civilian employment, and challenging or interesting work.

Table 16
Factors influencing recruits to join the Navy

Indicate the extent to which the following factors influenced you (contributed to your decision) to join the Navy	New Recruits (n = 25,799–45,826) ^a		
	Very Great/Great Extent %	Moderate Extent %	Slight Extent/Not at All %
Travel and new experiences	77	14	8
Education benefits	75	14	11
Personal growth	73	18	10
Opportunity to work in specific occupation	67	20	13
Security and stability of a Navy job	66	21	13
Training in skills useful for civilian employment	66	20	14
Challenging or interesting work	65	23	12
Desire to serve my country	57	24	19
Retirement pay and benefits	51	24	25
Medical or dental benefits	48	26	27
Wanted to test myself in a demanding situation	47	27	27
Family benefits	45	22	33
Time to figure out what I want to do	40	20	40
Get away from hometown	33	22	45
Navy pay	31	30	40
Always wanted to be in the Navy	29	22	48
Military tradition in my family	26	17	57
Few or no civilian jobs available	19	15	66
Parents encouraged me to join	16	15	69
Get away from family or personal situations	15	18	67
My friends joined the Navy	13	11	76
Aggression against the United States	13	12	75
Wanted a break from school	13	11	66
My spouse, boyfriend/girlfriend encouraged me	7	6	86

Note. ns vary based on the number of respondents who answered each item.

The top seven reasons that influenced recruits to only a slight extent or not at all (66–86%) are:

- Few or no civilian jobs available.
- Parents encouraged me to join.
- Get away from family or personal situations.
- My friends joined the Navy.
- Aggression against the United States.
- Wanted a break from school.
- My spouse, boyfriend, or girlfriend encouraged me.

Expectations for Success in Boot Camp

Before entering RTC training, most new recruits reported that they were confident in their abilities to succeed in boot camp. In response to the question *How successful will you be in boot camp?*, almost all (98%) of the new recruits were confident in their abilities. Almost three-fifths (59%) reported that they will do better than most, and two-fifths (39%) reported that they will do about as well as everyone else. Only 2 percent reported that they will not do as well as most other recruits.

Navy Experiences Related to Recruitment

The New Sailor, RTC Graduate, and Exit Surveys asked a number of questions about recruits' experiences with their recruiters. The first set of questions asked new recruits about their experiences during the Delayed Entry Program (DEP); the second asked new recruits, RTC graduates, and those exiting the Navy about their experiences with their recruiters in general.

Experiences While in the DEP

New recruits were asked how long they were in DEP, as well as the number and length of the DEP meetings they attended with their recruiter. Table 17 shows the length of time the new recruits reported that they were in DEP. As shown, about one-third reported that they had spent 0 to 3 months in DEP, a third had spent 4–6 months, and a third had spent 7 months or more. Looking at just the extremes, slightly over one-tenth had spent from 0–1 month, and 15 percent had spent 10 or more months in the DEP.

Table 17
Length of time in DEP

How long were you in DEP?	New Recruits (n = 44,451) %
0–1 month	12
2–3 months	21
4–6 months	32
7–9 months	19
10+ months	15

Almost all (95%) of the new recruits reported that they had attended at least one DEP meeting; very few (5%) had not attended any DEP meetings (Table 18). Two-fifths had attended 1–3 meetings; a third had attended 4–6 meetings, and a fourth 7 or more.

Table 18
Number of DEP meetings attended

Approximately how many DEP meetings did you attend?	New Recruits (n = 44,275) %
0	5
1 to 3	38
4 to 6	31
7 to 9	15
10 or more	11

These DEP meetings ranged in length from less than 15 minutes to more than 90 minutes, with almost two-thirds (62%) reporting that their DEP meetings were 60 or more minutes long (Table 19).

Table 19
Length of DEP meetings

How long were your DEP meetings?	New Recruits (n = 44,147) %
Less than 15 minutes	4
15 to 30 minutes	9
More than 30 minutes and less than 60	25
60 to 90 minutes	45
More than 90 minutes	17

In general, the new recruits thought that the number and length of the DEP meetings were appropriate (Figure 6). Three-fourths (73%) of the new recruits indicated that the number of DEP meetings was about right; one-fifth (21%) indicated that there were too few meetings; and less than 1 percent thought there were too many. Most (87%) said that the length of the meetings was about right; less than 5 percent said the length was too short or too long.

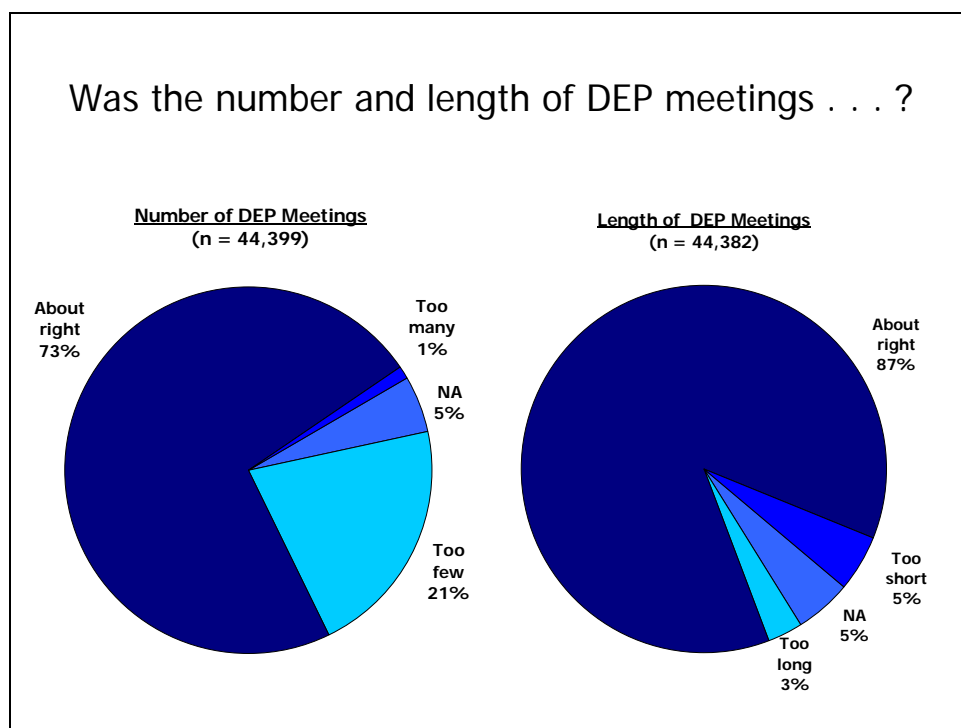


Figure 6. Appropriateness of the number and length of DEP meetings.

When asked, *To what extent was the information you received in the DEP accurate?*, almost all (97%) of the new recruits said the information was accurate to a moderate, great, or very great extent; and three-fourths (74%) said it was accurate to a great or very great extent (Figure 7).

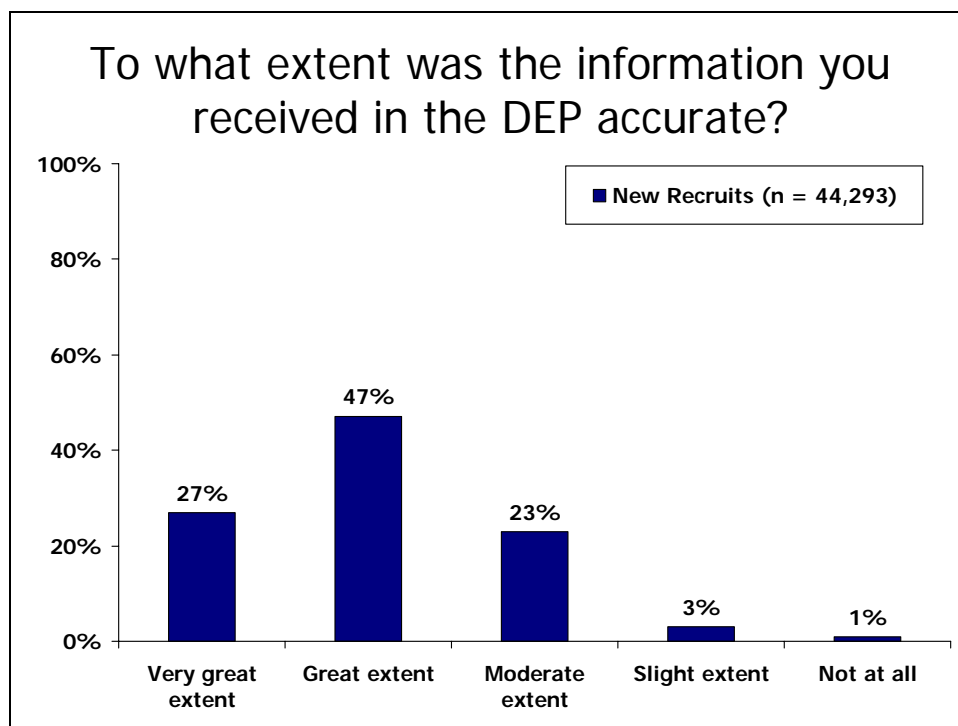


Figure 7. Extent to which information received in DEP was accurate.

Contact with and Evaluation of Recruiters

New recruits, RTC graduates, and those exiting the Navy were asked, *On average, how many times did you meet with your recruiter while in DEP?* Only 5–6 percent had not met with their recruiter because they were in the DEP for just a few days, so these were eliminated from the analysis. Of those who were in the DEP for more than a few days, about three-fifths of new recruits (61%) and RTC graduates (61%) and about one-half of those exiting the Navy (51%) met with their recruiter once every two weeks or more often; slightly over two-fifths of new recruits and RTC graduates and almost one-half of those exiting the Navy met with their recruiter once a month or less frequently. These data suggest that those exiting the Navy met with their recruiters slightly less often than did new recruits and those graduating from RTC.

A follow-up question asked, *Was the amount of contact with your recruiter before coming to Great Lakes/RTC too little, about right, or too much?* Four-fifths or more of new recruits and RTC graduates and almost three-fourths of those exiting the Navy said the amount of contact was about right. Slightly over one-tenth of new recruits, almost one-fifth of RTC graduates and almost a fourth of those exiting the Navy said there was too little contact.

Table 20 shows the percentages of new recruits, RTC graduates, and those exiting the Navy who agreed or disagreed with positive statements about their recruiter.

Table 20
Percent agreeing or disagreeing with positive statements about recruiters

	New Recruits (n = 46,346–46,523)		RTC Graduates (n = 32,162–32,246)		Exiting the Navy (n = 2,389–2,410)	
	SA/A %	D/SD %	SA/A %	D/SD %	SA/A %	D/SD %
My recruiter treated me with respect	97	1	94	2	85	5
My recruiter made me feel comfortable enough to ask questions	95	1	91	3	78	7
My recruiter was honest with me	89	2	69	14	52	24
My recruiter provided me with correct information	89	2	72	12	56	21
My recruiter was thorough in his/her responses to my questions	89	3	78	8	68	13
All my questions were answered by my recruiter	85	5	71	12	61	16
All my concerns were answered by my recruiter	84	4	71	12	59	17

Note: SA/A = Strongly agree/Agree; D/SD = Disagree/Strongly disagree.

In general, new recruits were most positive with 84–97 percent agreeing and 1–5 percent disagreeing with all statements, followed by RTC graduates (69–94% agreeing, 3–14% disagreeing); those exiting the Navy were least positive (53–85% agreeing, 5–24% disagreeing). Responses to these items varied, but the highest percentages (over three-fourths) agreed that their recruiter treated them with respect and made them feel comfortable enough to ask questions. The highest percentages of those disagreeing with these statements were from those exiting the Navy. Of these 24% disagreed that their recruiter was honest with them.

The items in Table 20 were subjected to a factor analysis,⁴ which resulted in a single factor. Therefore, an overall recruiter evaluation score was calculated, with strongly agree coded as 5, agree as 4, neither agree nor disagree as 3, disagree as 2, and strongly disagree as 1. The mean recruiter evaluation scores are higher and the standard deviations (*SDs*) are slightly lower for new recruits than those for the RTC graduates;

⁴ All factor analyses presented in this report used a Principal Axis Factoring extraction method and Oblimin with Kaiser Normalization rotation method.

and the means for RTC graduates are slightly higher and the standard deviations are lower than for those exiting the Navy (new recruits: $M = 4.42$, $SD = .62$; RTC graduates: $M = 4.06$, $SD = .79$; exiting the Navy: $M = 3.75$, $SD = .93$). Overall, this suggests that those exiting the Navy perceive their recruiters less positively than do new recruits and those graduating from RTC; also, those exiting the Navy appear to have a wider range of perceptions of their recruiters as evidenced by their higher standard deviations.

These findings are consistent with the percentages that agreed or disagreed with the following statement: *I would recommend my recruiter to a friend or family member* (Figure 8).

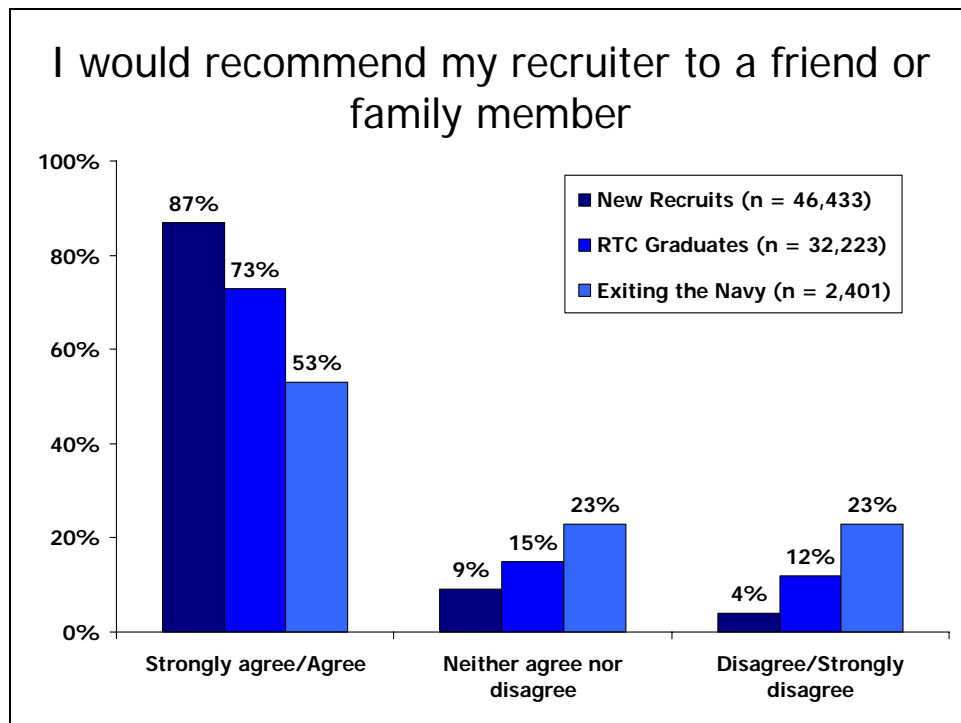


Figure 8. Percentage who would recommend their recruiter to a friend or family member.

As shown in Figure 8, almost nine-tenths (87%) of new recruits agreed and less than one-tenth (4%) disagreed that they would recommend their recruiter to a friend or family member. Similarly, almost three-fourths (73%) of RTC graduates agreed and 12 percent disagreed with this statement. These findings are in contrast to the findings for those exiting the Navy, where slightly over one-half (53%) agreed and almost one-fourth (23%) disagreed that they would recommend their recruiter.

Preparation for RTC In addition to the specific questions about recruiters, the survey respondents were asked about the preparation they received for RTC (Figure 9) and their overall recruiting experience. Figure 9 shows that the new recruits and RTC graduates were more positive than those exiting the Navy about their preparation for RTC. About two-thirds (66%) of new recruits rated the preparation for RTC received from their recruiter as excellent or good. This compares with about three-fifths (59%) of

RTC graduates and less than one-half (45%) of those exiting the Navy. About one-third (35%) of those exiting the Navy reported that the preparation they received was fair or poor; this compares to one-fifth (22%) of RTC graduates and about one-tenth (13%) of new recruits.

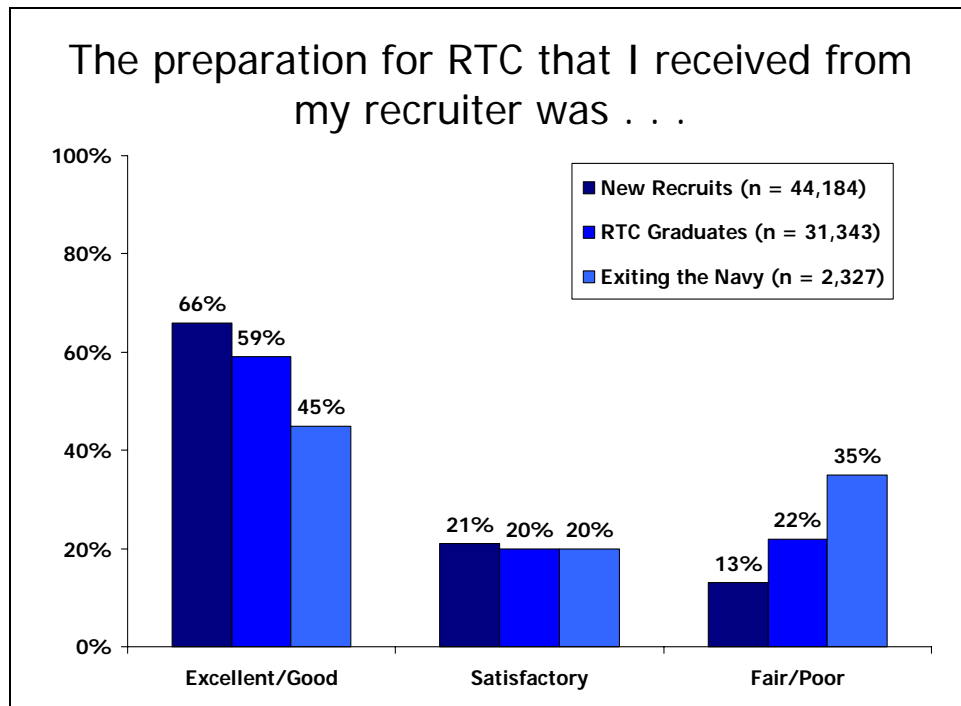


Figure 9. Evaluation of preparation for RTC received from recruiters.

Classification and Reclassification

After meeting with and being initially screened by a recruiter, potential recruits meet with a classifier who evaluates and matches their education and skills to jobs currently available in the Navy. This process results in candidates being promised a particular rating/job or classified into a general category of Sailors. If the potential recruit joins the Navy, other opportunities occasionally become available for reclassification during RTC. Because classifiers play a key role in recruitment, the surveys included questions to assess recruits' experiences with classifiers and their satisfaction with the jobs to which they are assigned.

Classification at the Military Entrance Processing Station

The first set of questions addresses the recruits' experiences during classification at the Military Entrance Processing Station (MEPS). Table 21 presents the percentages of new recruits, RTC graduates, and those exiting the Navy who indicated the extent to which six different factors related to classification were explained to them at the MEPS. As shown, the most positive responses are from new recruits. Surprisingly, the responses of RTC graduates and those exiting the Navy are similar to one another and considerably lower than new recruits' responses.

Table 21
Extent to which factors related to classification were explained

To what extent was each of the following explained to you?	New Recruits (n = 44,291–46,312)			RTC Graduates (n = 28,349–31,986)			Exiting the Navy (n = 2,084–2,370)		
	VG/G%	Mod %	S/N %	VG/G %	Mod %	S/N %	VG/G %	Mod %	S/N %
The importance of the ASVAB test in qualifying you for Navy jobs	71	20	9	51	30	19	61	25	15
The Navy jobs available to you at classification	60	26	14	33	31	36	44	28	28
Any special programs available to you at classification	47	28	25	28	26	46	37	26	37
Any bonus programs available to you at classification	50	24	26	31	26	44	40	25	34
The job you were assigned at classification	64	24	12	40	30	30	46	28	26
The advanced school you were guaranteed at classification	59	24	17	38	28	34	44	25	31
Overall Scale Score	n			M ^a			SD		
New Recruits	42,173			3.68			0.86		
RTC Graduates	24,218			3.02			1.01		
Exiting the Navy	1,883			3.28			1.07		

Note. VG/G = Very great/Great extent; Mod = Moderate extent; S/N = Slight extent/Not at all.

^aResponses were recoded as follows: 5 = Very great extent, 4 = Great extent, 3 = Moderate extent, 2 = Slight extent, and 1 = Not at all.

- **Armed Services Vocational Aptitude Battery (ASVAB).** One-half to slightly over two-thirds of the respondents indicated that their classifier explained the importance of the ASVAB tests in qualifying them for Navy jobs to a very great or great extent; between one-tenth and one-fifth indicated that their classifier explained this to a slight extent or not at all.
- **Available Navy Jobs.** One-third to three-fifths of the respondents said their classifier explained the Navy jobs available to them at classification to a very great or great extent; less than one-fifth to about one-third said their classifier explained this to a slight extent or not at all.

- **Special and Bonus Programs.** Almost one-third to one-half of the respondents indicated that special programs and bonus programs available at classification were explained to a very great or great extent; one-fourth to almost one-half said these were explained to a slight extent or not at all.
- **Jobs Assigned and Schools Guaranteed.** Two-fifths to slightly over three-fifths of respondents reported that the job they were assigned and the advanced schools they were guaranteed at classification were explained to a great or very great extent; one-tenth to almost one-third said that these were explained to a slight extent or not at all.

Three separate factor analyses were performed on the six items listed in Table 21 using responses from new recruits, RTC graduates, and those exiting the Navy. All three factor analyses revealed a single underlying dimension, with all item factor loadings above .602. This single factor for new recruits explained 49 percent of the variance in the items and had an alpha coefficient of .84; for RTC graduates, it explained 54 percent of the variance with an alpha coefficient of .87; and for those exiting the Navy, it explained 62 percent of the variance with an alpha coefficient of .90. Given these results, a single classification explanation scale score was calculated. The new recruit mean rating of 3.68 ($SD = .86$) for this variable was highest and close to the *Great extent* rating. The means of 3.02 ($SD = 1.01$) for RTC graduates and 3.28 ($SD = 1.07$) for those exiting the Navy were lower and close to the *Moderate extent* rating.

In addition, most “A”/Apprentice School graduates attended the “A”/Apprentice schools they were guaranteed at MEPS and were satisfied with their current rate. Almost three-fourths (71%) said *Yes* when asked if they attended the “A”/Apprentice schools they were guaranteed at the MEPS; about one-tenth (13%) said *No*, and 16 percent said a school had not been guaranteed. Three-fifths (62%) said they were satisfied, less than one-third (27%) said they were neither satisfied nor dissatisfied, and about one-tenth (11%) said they were dissatisfied with their current rate (including Fireman [FN], Seaman [SN], or Airman [AN]).

Reclassification during RTC

During RTC, recruits can be reclassified into a different rating (Table 22). Of the RTC graduates surveyed, 7 percent had been reclassified, 23 percent wanted to be reclassified but were not, and 70 percent had not been reclassified but were happy with the rate they have. Similar results were found for those exiting the Navy: 10 percent had been reclassified, 22 percent wanted to be reclassified but were not, and 68 percent were not reclassified but were happy with the rating they had. Table 22 also shows the reasons why these 7 percent of recruits were reclassified. As shown, one-half (50%) of the RTC graduates who were reclassified were reclassified because it was their choice, and 14–18 percent were reclassified because of medical reasons, security reasons, or for the good of the service. In contrast, of the 10 percent of those exiting the Navy who were reclassified, approximately two-fifths (40%) were reclassified for medical reasons, one-fourth (26%) for security reasons, less than one-third (30%) because it was their choice; and an additional 5 percent for the good of the service.

Table 22
Percentage reclassified and the reasons why

	RTC Graduate %	Exiting the Navy %
Were you reclassified while you were at RTC?	(n = 28,859)	(n = 498)
Yes	7	10
No, but I wanted to change rates	23	22
No, and I am happy with the rate I have	70	68
Why were you reclassified?	(n = 1,854)	(n = 81)
Medical reasons	14	40
Security reasons	18	26
Your choice	50	30
Good of the service	18	5

Note. More respondents provided reasons for being reclassified than said they were reclassified.

RTC graduates and those exiting the Navy provided feedback on their experiences with their classifier during reclassification (Table 23).

Table 23
Reclassification experience

During reclassification	RTC Graduates (n = 6,437–6,524)			Exiting the Navy (n = 136–139)		
	SA/A %	Neither %	D/SD %	SA/A %	Neither %	D/SD %
My classifier treated me with respect	77	14	9	57	30	13
My classifier thoroughly explained my job options to me	47	18	34	49	32	19
I was satisfied with the job I was assigned	62	19	19	50	32	18

Note. SA/A = Strongly agree/Agree; Neither = Neither agree nor disagree; D/SD = Disagree/Strongly disagree.

As shown, three-fourths (77%) of RTC graduates and almost three-fifths (57%) of those exiting the Navy agreed that during reclassification their classifier had treated them with respect; about one-tenth (9–13%) disagreed with this statement. Slightly less than one-half of RTC graduates (47%) and those exiting the Navy (49%) agreed that their classifier had thoroughly explained their job options; but, one third (34%) of RTC graduates and one-fifth (19%) of those exiting the Navy disagreed. Nevertheless, three fifths (62%) of RTC graduates and one-half (50%) of those exiting the Navy agreed that they were satisfied with the job they were assigned during reclassification; almost one-fifth (18–19%) of both groups disagreed.

Cross-Sectional Analysis Findings: Social Support, Training Experiences and Expectations, and Reasons for Leaving

Social Support

Social support is an important component in achieving a difficult goal, such as completion of a challenging task. Therefore, it was hypothesized that recruits who successfully complete RTC and “A”/Apprentice School are more likely to have social support for being in the Navy than those who leave before completing their initial training. In this study, the influence of social support systems was described using two series of questions about the influence of others on Recruits and graduates.

Influence of Important People

Figure 11 summarizes responses to the statement; *The people most important to me would be extremely disappointed if I didn’t complete my enlistment in the Navy/dropped out of the Navy before completing my current enlistment.*

As shown in Figure 10, approximately four-fifths (76–83%) agreed and less than one-tenth (5–9%) disagreed with this statement. New recruits are the most likely to agree with this statement (83%), followed by RTC graduates (80%) and “A”/Apprentice School graduates (76%).

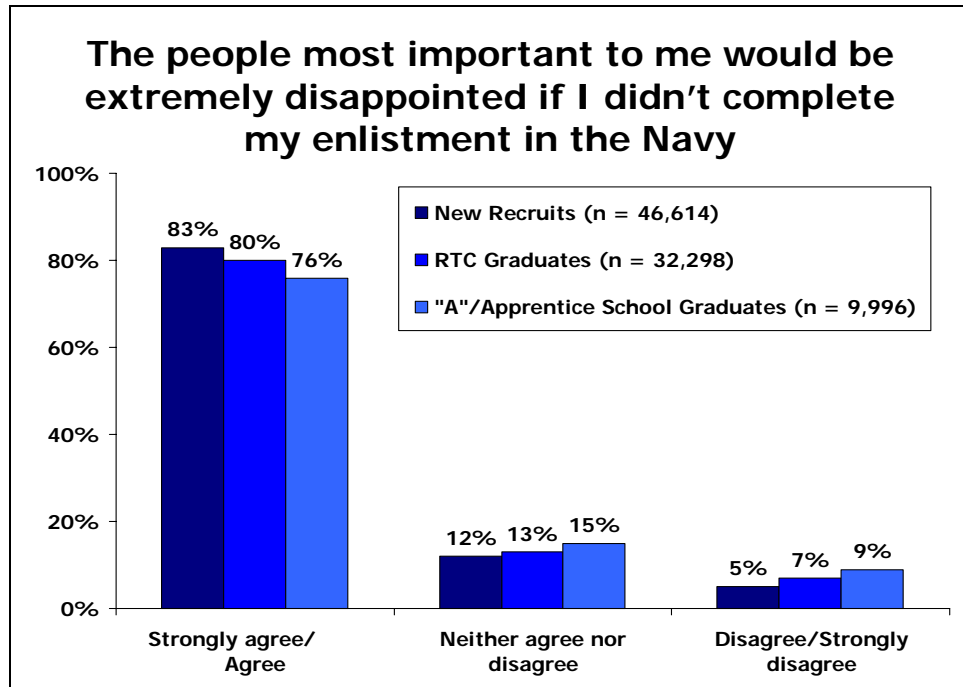


Figure 10. Percentage agreeing/disagreeing that those most important to them would be disappointed if they didn't complete their enlistment.

Influences on Navy Career Decisions

The second question ascertaining the influence of support systems asked RTC and "A"/Apprentice School graduates and those leaving the Navy, *What influence did the following people have on you completing RTC?; completing "A"/Apprentice school?; or your decision to leave the Navy?* Response alternatives for this question were *Influence to complete training/stay*, *No effect*, and *Influence to leave training/leave*. In addition, the RTC Graduate and Exit Surveys included a fourth response, *Not applicable*. (The analysis treated the *Not applicable* responses as missing data.) Table 24 shows the percentages of RTC and "A"/Apprentice School graduates and those exiting the Navy who responded that different types of people influenced them to stay or leave or had no effect. In this table, responses are grouped by three different sources of support: RTC staff, peers, and family/friends.

Influence of RTC Staff. There are various sources of support for recruits and Sailors. These include RDCs at RTC, military and civilian instructors at "A"/Apprentice School, as well as chaplains, military advisors, and mentors. As shown in Table 24, those who were most influential in recruits and Sailors staying or completing training are RDCs and military instructors; over three-fourths of RTC graduates (76%) and over four-fifths (82%) of "A"/Apprentice School graduates indicated that these sources encouraged them to stay or complete training. The next most influential in their staying or completing training were chaplains (63%) for RTC graduates and military advisors (68%) and mentors (57%) for "A"/Apprentice School graduates. In addition, two-fifths to one-half of "A"/Apprentice School graduates were influenced to stay or complete

training by their chaplains (47%) and civilian instructors (40%). Only one-fourth to one-third of those exiting the Navy were encouraged to stay by RDCs (31%), military instructors (27%), chaplains (25%), mentors (24%), or civilian instructors (24%).

Table 24
Percent influenced to stay and complete training or to leave the Navy

	RTC Graduates (n = 6,810–31,053) ^a			“A”/Apprentice School Graduates (n = 9,085–9,778)			Exiting the Navy (n = 898–2,100) ^a		
	Stay %	No Effect %	Leave %	Complete training %	No Effect %	Leave training %	Stay %	No Effect %	Leave %
RTC Staff									
RDC	76	18	6				31	45	24
Military instructors				82	16	2	27	59	14
Civilian instructors				40	59	2	24	67	9
Chaplains	63	34	2	47	52	1	25	65	10
Military advisors				68	30	2			
Mentors				57	42	1	24	66	9
Peers									
Fellow recruits in your division or classmates	60	29	11	59	36	5	43	41	16
Family and Friends									
Parents	84	12	4	82	17	1	37	45	17
Other relative or friend	77	18	5	75	23	2	29	51	20
Girl or boyfriend	67	21	12	47	49	3	21	49	30
Spouse	59	34	6	26	72	2	15	69	16

^aFewer respondents answered girl or boyfriend, and spouse items.

Notable was the finding that some RTC personnel had no effect on recruits’ and Sailors’ decisions to stay and complete training or to leave. Over one-half of “A”/Apprentice School graduates indicated that their civilian instructors (59%) and chaplains (52%) had no effect on their decisions. Almost one-half to two-thirds of those exiting training said that military (59%) and civilian (67%) instructors, chaplains (65%), mentors (66%), and RDCs (45%) had no effect. However, about one-fourth of those leaving the Navy indicated that RDCs (24%) influenced them in their decision to leave; likewise, about one-tenth of those leaving indicated that their military instructors (14%), chaplains (10%), mentors (9%) and civilian instructors (9%) influenced them to leave.

Influence of Peers. Three-fifths of RTC graduates (60%) and “A”/Apprentice School graduates (59%) reported that fellow recruits in their division and their classmates respectively influenced them to stay or complete training. In contrast, only two-fifths (43%) of those exiting the Navy reported that their fellow recruits in their division or their classmates influenced them to stay. Only 5 percent of “A”/Apprentice School graduates indicated that their classmates had influenced them to leave; this compares with 11 percent of RTC graduates and 16 percent of those leaving the Navy. According to 29 percent of the RTC graduates, 36 percent of “A”/Apprentice School graduates, and 41 percent of those leaving the Navy, their fellow recruits or classmates had no effect on their decision to stay or leave the Navy.

Influence of Family and Friends. Parents and other relatives or friends may play a significant role in influencing recruits’ and Sailors’ decisions to stay or leave the Navy. Parents and other relatives or friends were most influential in RTC and “A”/Apprentice School graduates’ decisions to stay or complete their Navy training. This is evidenced by the fact that approximately four-fifths (82–84%) of the RTC and “A”/Apprentice School graduates said that their parents influenced them to stay or complete training; and about three-fourths (75–77%) said that other relatives or friends influenced them to stay. Parents and other relatives or friends were also somewhat influential in encouraging those leaving to stay in the Navy (29–37%). Rarely (1–5%) did parents and other relatives or friends influence RTC and “A”/Apprentice School graduates to leave the Navy. This is in contrast to about one-fifth (17–20%) of those leaving the Navy.

Often, spouses and girl/boyfriends also play a major role in decisions to stay or leave the Navy, but they were much more influential with RTC graduates than with “A”/Apprentice School graduates and even less influential with those leaving the Navy. Three-fifths to two-thirds (59–67%) of RTC graduates indicated that their spouses or girl/boyfriends were influential in their decision to stay, compared with one-fourth to almost one-half (26–47%) of “A”/Apprentice School graduates and about one-fifth (15–21%) of those exiting the Navy. As with parents, rarely (2–3%) do spouses and girl/boyfriends influence “A”/Apprentice School graduates to leave the Navy; but, of those leaving the Navy, 16 percent indicated that they were influenced to leave the Navy by their spouses and 30 percent by their girl/boyfriends.

Comparison of the Influence of Different Sources of Support

Table 25 presents the means and standard deviations for each of the three major sources of support (Navy personnel, peers, and family/friends) for RTC graduates, “A”/Apprentice School graduates, and those exiting the Navy. In this analysis, the *Not applicable* responses were eliminated and the other three responses were coded as follows: 3 = Stay, 2 = No Effect, and 1 = Leave.

Table 25
Means indicating extent to which support sources influenced Sailors to stay and complete training or to leave the Navy

	RTC Graduates (n = 6,810–31,053)		"A"/Apprentice School Graduates (n = 9,085–9,778)		Exiting the Navy (n = 898–2,100)	
	M ^a	SD	M ^a	SD	M ^a	SD
RTC Staff						
RDC	2.69	.58			2.07	.74
Military instructors			2.79	.46	2.13	.63
Military advisors			2.66	.51		
Mentors			2.56	.52	2.15	.56
Chaplains	2.61	.53	2.46	.52	2.15	.57
Civilian instructors			2.38	.52	2.15	.56
Peers						
Fellow recruits or classmates	2.50	.68	2.53	.59	2.27	.72
Family and Friends						
Parents	2.80	.49	2.80	.42	2.20	.71
Other relative or friend	2.72	.55	2.73	.48	2.09	.70
Girl or boyfriend	2.55	.70	2.44	.56	1.91	.71
Spouse	2.53	.61	2.25	.47	2.00	.56

^a Responses were recoded as follows: 3 = Stay and complete training, 2 = No effect, and 1 = Leave.

Overall, the RTC graduates reported that parents ($M = 2.80$) were the most influential in their decision to stay in the Navy, followed by other relatives or friends ($M = 2.72$). Navy personnel, especially the RDCs ($M = 2.69$) and chaplains ($M = 2.61$) were the next most influential; and fellow recruits in their division, girl/boyfriends, and spouses were the least influential (M s = 2.50 to 2.55).

As with RTC graduates, “A”/Apprentice School graduates reported that their parents and other relatives and friends ($M_s = 2.80$ and 2.73 , respectively) were among the most influential in their decision to stay in the Navy. Also among the most influential were military instructors ($M = 2.79$). Next most influential were military advisors, mentors, and fellow classmates ($M_s = 2.53$ to 2.66). The least influential for “A”/Apprentice School graduates were their spouses, civilian instructors, girl/boyfriends, and chaplains ($M_s = 2.25$ to 2.46).

Those exiting from training are influenced to stay to a lesser extent by all sources of support. Fellow recruits or classmates are considered the most influential, but the mean of 2.27 indicates that, on average, they had only a slight effect on their decision to stay or leave. Also, girl/boyfriends and spouses had almost no effect ($M_s = 1.91$ and 2.00 , respectively).

Experiences with Navy Training

During RTC and “A”/Apprentice School training, recruits and Sailors face a number of challenges. This section describes their assessment of problems during training with sexual harassment, discrimination, and unfair treatment. It also describes “A”/Apprentice School graduates’ and those exiting the Navy’s assessment of Command/School Orientation (INDOC) and “A”/Apprentice School instructors.

RTC graduates, “A”/Apprentice School graduates, and those exiting from the Navy were asked, *Which of the following do you feel were problems in your current division at RTC/class/current training?* This question listed items concerning sexual harassment; sexual, racial/ethnic, and age discrimination; and issues of unfairness.

Sexual Harassment

The question above listed different sources of sexual harassment and then asked the respondents to *Mark ALL that apply* (i.e., to mark those that were a problem in their current division at RTC, “A”/Apprentice School class, or current training). Table 26 shows the percentage of RTC and “A”/Apprentice School graduates and those exiting the Navy who indicated that sexual harassment from various sources was a problem. As shown, 1 percent or less of the respondents indicated that sexual harassment by RDCs, RTC staff, NMT (Navy Military Training) staff, instructors, and galley staff was a problem; 2–3 percent indicated that sexual harassment by fellow recruits or classmates was a problem. In addition, 2 percent of RTC graduates and those exiting the Navy indicated that harassment during “fast cruise”⁵ was a problem.

⁵ “Fast cruise,” a week during RTC training where recruits were assigned regular duty around the base, not strictly related to their recruit training, is no longer in use.

Table 26
Sexual harassment as a problem

Which of the following do you feel were problems in your current division at RTC/class/current training?	RTC Graduates (n = 33,644) % Yes	"A"/Apprentice School Graduates (n = 10,376) % Yes	Exiting the Navy (n = 2,597) % Yes
Sexual Harassment			
By RDCs	0		1
By RTC staff	0		1
By NMT staff		0	
By instructors		1	0
By galley staff	0	1	0
By fellow recruits or classmates	2	3	2
Harassment during fast cruise	2		2

Discrimination

The surveys listed different types of discrimination and asked respondents to mark those that were a problem in their current division at RTC, "A"/Apprentice School class, or current training. Table 27 shows the percentages who indicated that sexual, racial/ethnic, and age discrimination from different sources were problems. As shown, similar percentages of RTC graduates, "A"/Apprentice School graduates, and those exiting the Navy identified discrimination as a problem though an extremely small percentage of respondents indicated that they had experienced such a problem.

Table 27
Discrimination as a problem

Which of the following do you feel were problems in your current division at RTC/class/current training?	RTC Graduates (n = 33,644) % Yes	"A"/Apprentice School Graduates (n = 10,376) % Yes	Exiting the Navy (n = 2,597) % Yes
Sexual Discrimination			
By RDCs	1		1
By NMT staff		0	
By instructors		1	1
By fellow recruits/classmates	2	2	2
By RTC staff	0		1
By galley staff	0	0	0
Racial/Ethnic Discrimination			
By RDCs	2		4
By NMT staff		1	
By instructors		2	1
By fellow recruits or classmates	10	6	6
By RTC staff	1		2
By galley staff	1	1	1
Age Discrimination	3	5	4

- **Sexual Discrimination.** Sexual discrimination by RDCs, RTC staff, NMT staff, instructors, and galley staff was considered to be a problem by 1 percent or less of the respondents. Slightly higher percentages (2%) considered sexual discrimination by fellow recruits or classmates to be a problem.
- **Racial/Ethnic Discrimination.** Racial/ethnic discrimination by RTC staff, NMT staff, instructors, and galley staff was considered to be a problem by 1–2 percent of the respondents. Slightly higher percentages (2–4%) considered racial/ethnic discrimination by RDCs to be a problem; and somewhat higher percentages (6–10%) indicated that racial/ethnic discrimination by their fellow recruits or classmates was a problem.
- **Age Discrimination.** Age discrimination was considered to be a problem by 3–5 percent of RTC graduates, "A"/Apprentice School graduates, and those exiting the Navy.

Unfairness

Table 28 presents responses to questions about problems of unfair treatment. Compared to harassment and discrimination, slightly higher percentages (4–7%) of the respondents felt that an unfair military justice system was a problem. Somewhat higher percentages (9–16%) felt that unfair recognition was a problem, with the RTC graduates reporting the highest percentages of unfair recognition.

Table 28
Unfairness as a problem

Which of the following do you feel were problems in your current division at RTC/class/current training?	RTC Graduates (n = 33,644) % Yes	"A"/Apprentice School Graduates (n = 10,376) % Yes	Exiting the Navy (n = 2,597) % Yes
Unfair recognition	16	9	12
Unfair military justice system	4	5	7

Origins and locations of Perceived Problems

Those who indicated that any sexual harassment, discrimination, or unfairness is a problem were asked to identify the person who behaved this way and where the behavior occurred. Almost all (92–96%) of the very small percentage of RTC graduates and those exiting the Navy who had experienced these behaviors said the person who behaved this way was in the Navy; the rest said the person was a civilian (3–6%) or someone in another service (0–2%). As to where the behavior occurred, of those few who had experienced these behaviors, three-fifths (60%) of RTC graduates and about one-half (52%) of those exiting the Navy said it occurred primarily in the barracks; one-third (33%) of RTC graduates and two-fifths (41%) of those exiting the Navy said it occurred during training; 7 percent of RTC graduates and 5 percent of those exiting the Navy said it happened during fast cruise; and 2 percent of those exiting the Navy said it happened during class.

Other Problems in "A"/Apprentice School

In addition to the problems addressed above, "A"/Apprentice School graduates were asked if they felt other issues were a problem in their class. As shown in Table 29, one-fifth of "A"/Apprentice School graduates reported that military duties interfered with their study time, and one-tenth considered favoritism in class to be a problem. Other areas identified as problems by 4–5 percent of the "A"/Apprentice School graduates are: unequal treatment across schools, fraternization, uniform standards being enforced, and Physical Readiness Training (PRT) interfering with study time.

Table 29
Other problems in “A”/Apprentice School class

Other Problems	(n = 10,376) % Yes
Fraternization	4
Privileges given to married personnel	2
Unequal treatment across schools	5
Favoritism in classes	11
Military duties interfere with study time	21
NMT interfering with study time	2
PRT interfering with study time	4
Uniform standards being enforced in my class	4

Amount of Sleep During Navy Training

RTC graduates, “A”/Apprentice School graduates, and those exiting the Navy were asked about the amount of time they were able to sleep during RTC, “A”/Apprentice School, or current training. Figure 11 presents their responses to the question, *On average, other than watchstanding, how many hours per night did you sleep while you were in Recruit?; “A”/Apprentice School?; or most recent training?* As shown, recruits’ and Sailors’ sleep patterns vary considerably. Three-fifths (62%) of RTC graduates reported getting 7–8 hours of sleep on average, compared to one-fifth (19%) of “A”/Apprentice School graduates and those exiting the Navy (22%); and one-third (33%) of RTC graduates, three-fifths (62%) of “A”/Apprentice School graduates, and two-fifths (41%) of those exiting the Navy reported getting 5–6 hours of sleep. Most notable is the fact that almost two-fifths (37%) of those exiting the Navy reported getting 4 or less hours of sleep during training; this compares to one-fifth (20%) of “A”/Apprentice School graduates and 4 percent of RTC graduates.

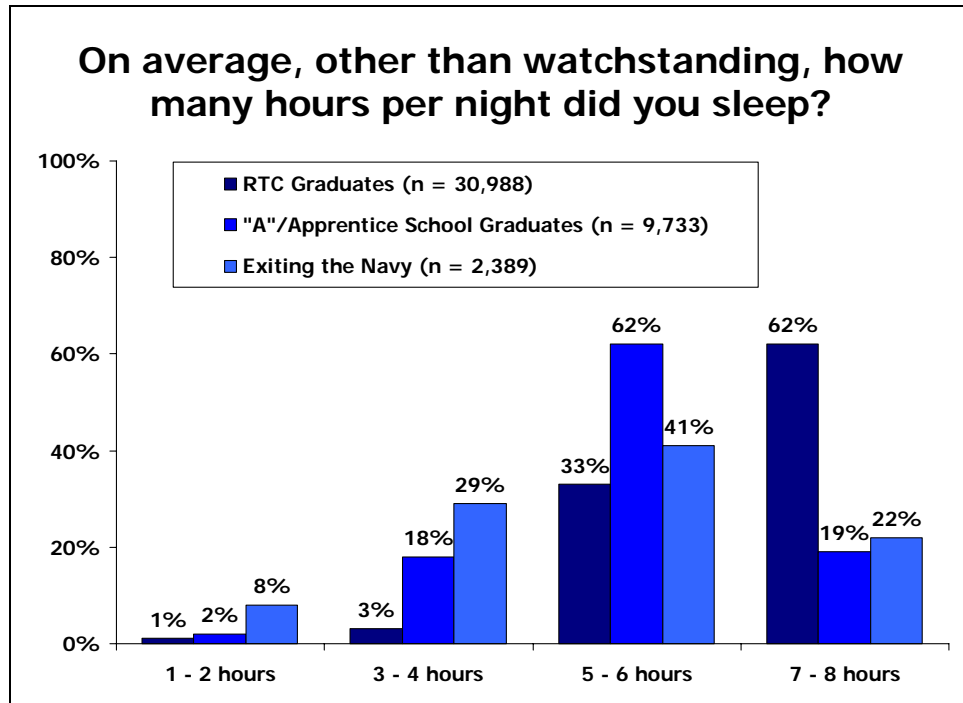


Figure 11. Number of hours per night of sleep while in training.

Figure 12 shows the percentage of RTC graduates, "A"/Apprentice School graduates, and those exiting the Navy who agreed and who disagreed that *Other than watchstanding and fast cruise, I was able to receive at least 7 hours of sleep per night*. As shown, over 84 percent of RTC graduates agreed with this statement and about 9 percent disagreed. In contrast, slightly over 55 percent of "A"/Apprentice School graduates and slightly less than 45 percent of those exiting the Navy agreed; and 25 percent of "A"/Apprentice School graduates and slightly over 36 percent of those exiting the Navy disagreed.

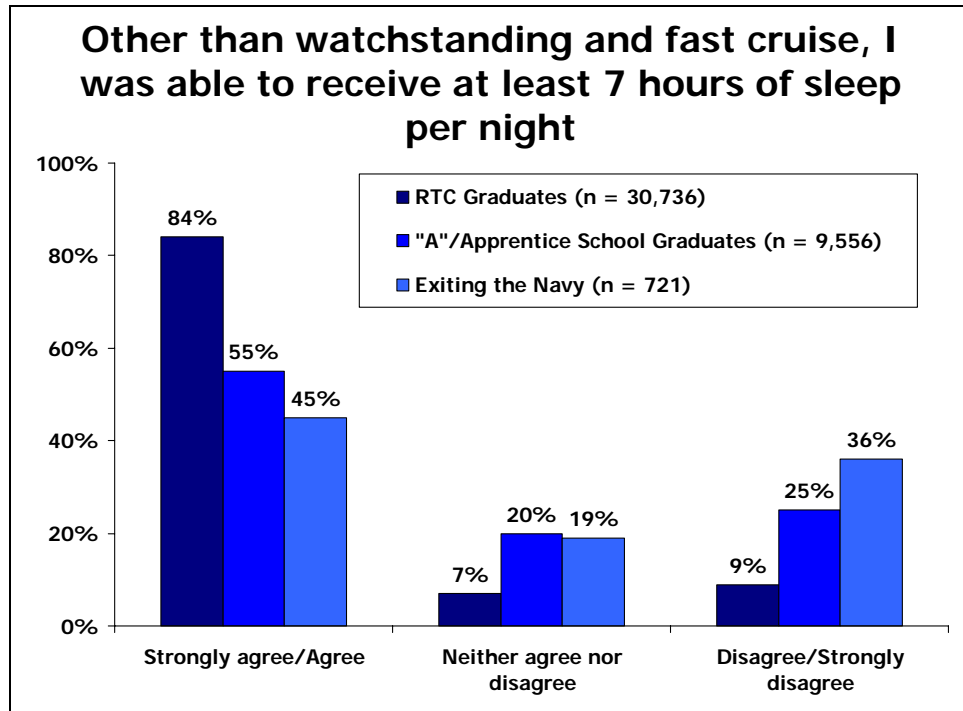


Figure 12. Percentage who agreed/disagreed that, other than watchstanding and fast cruise, they were able to receive at least 7 hours of sleep per night.

Evaluation of Command/School Orientation

"A"/Apprentice School graduates were asked to evaluate their command/school indoctrination (INDOC). Table 30 shows the percent of "A"/Apprentice School graduates that agreed or disagreed with statements about the command/school orientation (INDOC). As shown, approximately three-fourths (74–78%) of "A"/Apprentice School graduates agreed that the:

- Regulations/policies were clearly explained.
- Liberty brief was clear.
- Check-in process was accurate.
- Check-in process was timely.
- Orientation explained what we needed to know.

Table 30
Percentage agreeing with positive statements about
command/school orientation (INDOC)

	"A"/Apprentice School Graduates (n = 9,352–9,527)		
	SA/A %	Neither %	D/SD %
Regulations/policies clearly explained	78	17	5
Liberty brief clear	78	18	3
Check-in process accurate	76	19	5
Check-in process timely	75	18	7
Orientation explained what we needed to know	74	20	6
College Opportunity brief helpful	54	36	10
College Credit brief helpful	53	37	10

Note. SA/A = Strongly agree/Agree; Neither = Neither agree nor disagree; and D/SD = Disagree/Strongly disagree.

Less than eight percent of "A"/Apprentice School graduates disagreed with these statements. "A"/Apprentice School graduates were much less positive about the college opportunity and college credit INDOC briefs. About 53–54 percent of "A"/Apprentice School graduates agreed that these briefs were helpful, and 10 percent of "A"/Apprentice School graduates disagreed.

Evaluation of "A"/Apprentice School Instructors and Courses

Table 31 presents "A"/Apprentice School graduates' evaluation of their instructors and course, with the items rank ordered from the highest to the lowest percentage of respondents that agreed with the evaluative statements.

Table 31
Percentage agreeing with positive statements about “A”/Apprentice School instructors/courses

To what extent do you agree or disagree with the following statements?	“A”/Apprentice School Graduates (n = 9,584–9,659)		
	SA/A %	Neither %	D/SD %
Instructors used personal experience	89	9	2
Instructors covered right amount of material	88	10	2
Instructors encouraged questions	87	11	2
Instructors able to answer questions	86	12	2
Instructors well prepared for class	85	13	2
Instructors competent in subject	85	13	2
Instructors concerned students learned material	85	12	4
Tests covered course material	85	12	4
Instructors were effective teachers	85	12	3
Instructors interested in teaching	85	11	3
Course well organized	79	15	6
Material presented at right pace	78	15	7
Instructors receptive to new ideas	75	20	5
Instructors available outside class to assist	75	20	5
Homework helped me understand material	71	23	7
Found course challenging	60	22	18
Homework assignments too time consuming	35	32	33

Note. SA/A = Strongly agree/Agree; Neither = Neither agree nor disagree; and D/SD = Disagree/Strongly disagree.

As shown, 80-90% of the graduates agreed with 10 of the 17 positively worded statements about their instructors and the course materials. These statements said that “A”/Apprentice School instructors used personal experience, covered the right amount of material, encouraged and were able to answer questions, were well prepared and competent in the subject, were concerned about students learning, and were effective

and interested in teaching. About three-fourths agreed with an additional four positively-worded statements, indicating that the course was well organized, the material was presented at the right pace, and the instructors were receptive to new ideas and available outside class to assist students who were having problems. On the topic of homework, almost three-fourths agreed that the homework helped them understand the material, and only one-third agreed that the homework assignments were too time consuming. In addition, three-fifths agreed that their course was challenging.

Expectations of Navy Life and Training

Expectations of Life in the Navy

RTC and “A”/Apprentice School graduates and those exiting the Navy prior to completing their training were asked, *During Recruit training/“A”/Apprentice school/recent training, how did Navy life compare with your expectations?* Their responses to this question revealed that, for the most part, RTC and “A”/Apprentice School graduates’ expectations were met, but expectations of those exiting the Navy were not met (Figure 13).

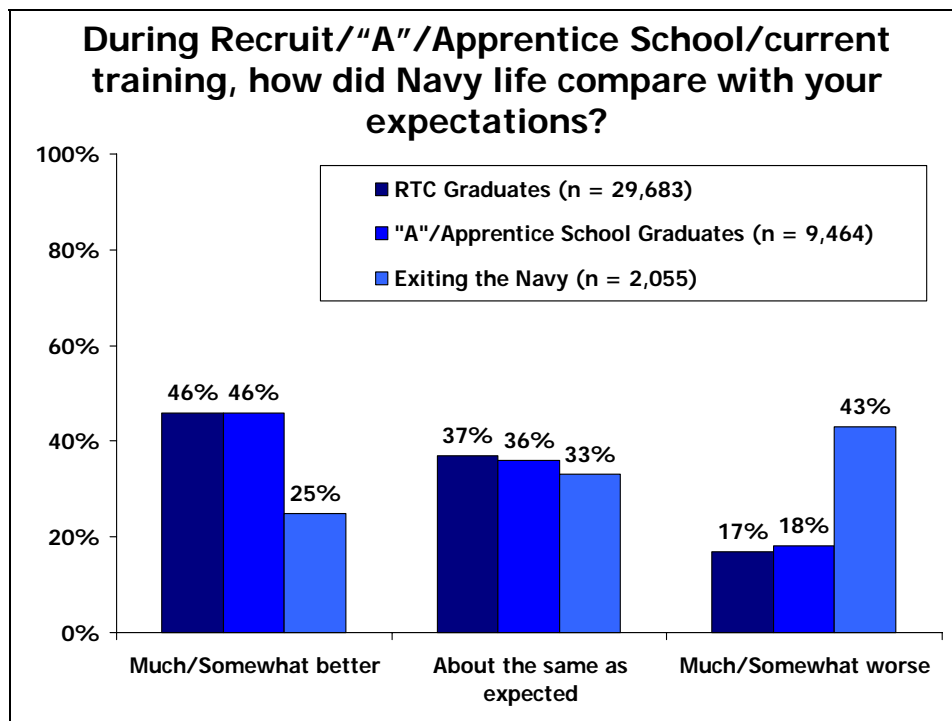


Figure 13. Expectations of Navy life compared with Recruit training and “A”/Apprentice School.

Over four-fifths (82%) of RTC and “A”/Apprentice School graduates who answered this question reported that Navy life compared better than or about the same as expected (36%), and less than one-fifth (17–18%) described their experience as somewhat or much worse than expected. However, those exiting the Navy prior to graduation from RTC or “A”/Apprentice School were the opposite of the graduates (46%) with one-fourth reporting that Navy life was somewhat or much better than expected (25%) and almost one-half indicating it was somewhat or much worse than they expected (43%). About one-third of the RTC and “A”/Apprentice School graduates and those exiting the Navy (33–37%) indicated that Navy life was about the same as expected.

Expectations of “A”/Apprentice School Training

In addition to their expectations about Navy life, “A”/Apprentice School graduates were asked about their expectations of “A”/Apprentice School training: *Thus far, how has your training at “A”/Apprentice school compared with your expectations?* In response to this question, almost nine-tenths of the graduates reported that their “A”/Apprentice School training was somewhat or much better (54%) or about the same (34%) as expected. Only about a tenth (11%) felt that it was somewhat or much worse than expected.

Reasons for Leaving the Navy

Those who completed the Exit Survey were asked, *Which of the following would likely apply to the reasons you are leaving the Navy?* Table 32 presents the reasons given for leaving the Navy, rank ordered by the percent of respondents who checked the reason.

Table 32
Factors influencing recruits to leave the Navy

Which of the following would likely apply to the reasons you are leaving the Navy? (Mark ALL that apply.)	Exiting the Navy (n = 2,597) % Yes
Prior medical problems	36
Mental health problems	31
Homesickness	19
Drug/alcohol abuse	17
Lack of motivation or boredom	16
Failure to meet physical requirements	16
Family problems at home	12
Problems with RDCs or instructors	10
Other reason for leaving	8

Table 32
Factors influencing recruits to leave the Navy

Which of the following would likely apply to the reasons you are leaving the Navy? (Mark ALL that apply.)	Exiting the Navy (n = 2,597) % Yes
Problems with other recruits or students	6
Getting assigned a job specialty you did not want	4
Minor offenses or disciplinary problems	3
Serious disciplinary offenses	2
Problems meeting academic standards	2
Pregnancy	2
Getting reclassified to a job specialty you did not want	1
Meeting weight standards	1

As shown, the top three reasons, checked by one-fourth to one-third of the respondents, are prior medical problems (34%), and mental health problems (29%). In addition, between one-tenth and one-fifth of respondents checked homesickness (19%), drug/alcohol abuse (17%), lack of motivation or boredom (16%), failure to meet physical requirements (16%), and family problems at home (12%). Other reasons were checked by less than one-tenth of the respondents.

Cross-Sectional Analysis Findings: Experiences with Navy Facilities and Services

The RTC Graduate Survey, “A”/Apprentice School Graduate Survey, and Exit Survey contained a large number of items that assessed respondents’ experiences with various RTC facilities and services. These facilities and services included the medical system, galley, laundry, ditty bag issue, uniform issues, and barber shop. In addition, the “A”/Apprentice Schools Graduate Survey and Exit Survey contained questions about the Bachelor Enlisted Quarters (BEQ); and the “A”/Apprentice School Graduate Survey asked about personnel and disbursing, athletic facilities, special services, and other facilities and services. This section provides an overview of the key findings concerning respondents’ experiences with these Navy facilities and services.

Experiences with the Navy Medical System

RTC graduates, “A”/Apprentice School graduates, and those exiting the Navy were asked, *Overall, how satisfied were you with the overall quality of the care you received at sick call? Medical appointments? Special physicals? Dental?* A similar question asked “A”/Apprentice School graduates about dental and medical care that their family

received from the Navy. In general, responses to these questions indicated satisfaction with the Navy’s medical and dental system (Table 33). As shown, RTC graduates were more likely to be satisfied with the overall quality of care at sick call, medical appointments, and special physicals than were either the “A”/Apprentice School graduates or those exiting the Navy. Two-thirds to three-fourths of RTC graduates were satisfied with the quality of this care compared to about three-fifths of “A”/Apprentice School graduates and those exiting the Navy; less than one-fifth of all three groups were dissatisfied with this care. Compared to Navy medical care, overall satisfaction with Navy dental care was slightly higher for RTC and about the same for “A”/Apprentice School graduates and those exiting the Navy. Almost nine-tenths of RTC graduates, about two-thirds of “A”/Apprentice School graduates, and slightly over three-fifths of those exiting the Navy were satisfied with Navy dental care; and less than one-tenth of all three groups were dissatisfied. Of the 15 percent of “A”/Apprentice School graduates who indicated that they were married or had children, almost one-half were satisfied with the medical care their family received from the Navy; about two-fifths were neither satisfied nor dissatisfied, and one-tenth were dissatisfied.

Table 33
Satisfaction with quality of Navy medical and dental care

Overall, how satisfied were you with the quality of...	RTC Graduates (n = 8,397–24,960) ^a			“A”/Apprentice School Graduates (n = 623–6,257) ^a			Exiting the Navy (n = 292–739) ^a		
	VS/S %	Neither %	D/VD %	VS/S %	Neither %	D/VD %	VS/S %	Neither %	D/VD %
Medical care you received at sick call?	68	18	14	57	34	9	57	27	16
Medical care you received during your medical appointments?	74	16	10	61	33	6	63	25	11
Medical care you received during your special physical?	75	18	7				56	38	6
Dental care you received?	86	8	6	65	31	4	63	29	9
Medical care your family received from the Navy?				47	45	9			

Note. VS/S = Very satisfied/Satisfied (VS/S); Neither = Neither satisfied nor dissatisfied; D/VD = Dissatisfied/Very dissatisfied.

^a Fewer respondents answered the special physical and the family care items.

In addition to these overall questions about sick call, medical appointments, special physicals, and dental care, the surveys asked respondents whether they agreed or disagreed with specific statements about each type of care. Responses to these specific statements are summarized below.

Medical Appointments

Table 34 presents the percentages of RTC and “A”/Apprentice School graduates and those exiting the Navy who agreed or disagreed with specific statements about medical appointments. In general, RTC graduates were more likely than “A”/Apprentice School graduates and those exiting the Navy to agree with these statements. Over three-fifths of RTC graduates, “A”/Apprentice School graduates, and those exiting the Navy agreed that at medical appointments they were treated with courtesy and that their appointment was kept by medical personnel. Similar percentages of RTC graduates and those exiting the Navy agreed that their appointments were timely. “A”/Apprentice School graduates agreed that they received care in a timely manner and had sufficient notice of their appointment. “A”/Apprentice school graduates were relatively neutral concerning medical screens, family medical services and appointments, and that medical appointments and special medical screens interfered with training.

Table 34
Percentage agreeing/disagreeing with statements about medical appointments

Statements about medical appointments	RTC Graduates ^a (n = 21,041–21,224)			“A”/Apprentice School Graduates (n = 1,413–4,749)			Exiting the Navy (n = 620–629)		
	SA/A %	Neither %	D/SD %	SA/A %	Neither %	D/SD %	SA/A %	Neither %	D/SD %
I was treated with courtesy	83	10	7	65	30	5	69	20	11
My appointments were kept by the medical staff	84	10	6	63	34	3	71	19	9
My medical appointments were timely	68	15	17				62	21	16
I received care in a timely manner				60	33	7			
I had sufficient notice of my appointment/physical				63	32	5			
Medical appointments interfered with my training				39	42	19			
Special medical screening was timely				32	63	5			
Special medical screening interfered with my training				28	62	10			

Table 34
Percentage agreeing/disagreeing with statements about medical appointments

Statements about medical appointments	RTC Graduates ^a (n = 21,041–21,224)			"A"/Apprentice School Graduates (n = 1,413–4,749)			Exiting the Navy (n = 620–629)		
	SA/A %	Neither %	D/SD %	SA/A %	Neither %	D/SD %	SA/A %	Neither %	D/SD %
Family medical services treated my family with courtesy				32	64	4			
Family medical services kept appointments				33	64	3			

Note. SA/A = Strongly agree/Agree; Neither = Neither agree nor disagree; D/SD = Disagree/Strongly disagree.

^a ns vary based on the number of respondents who answered each item.

Sick Call

Table 35 presents the percentages of RTC and "A"/Apprentice School graduates and those exiting the Navy who agreed or disagreed with specific statements about sick call. RTC graduates were much more likely than "A"/Apprentice School graduates or those exiting the Navy to agree with these statements. Over three-fourths of RTC graduates, compared to three-fifths to two-thirds of those exiting the Navy agreed that they were treated with courtesy at sick call, were permitted to attend sick call upon request, and that staff respected the limitations of their Limited/Light Duty chits. About one-half to three-fifths of "A"/Apprentice School graduates agreed that they were treated with courtesy, that staff respected the limitations of Limited/Light Duty chits, and that they were treated in a timely manner at sick call.

Table 35
Percentage agreeing/disagreeing with statements about sick call

	RTC Graduates (n = 24,816–25,070)			"A"/Apprentice School Graduates (n = 6,336–6,459)			Exiting the Navy (n = 741–752)		
	SA/A %	Neither %	D/SD %	SA/A %	Neither %	D/SD %	SA/A %	Neither %	D/SD %
I was permitted to attend sick call when I requested it	86	9	4				69	18	12
Staff respected the limitations of my Limited/Light Duty chits	78	18	5	47	48	5	60	23	17

Table 35
Percentage agreeing/disagreeing with statements about sick call

	RTC Graduates (n = 24,816–25,070)			"A"/Apprentice School Graduates (n = 6,336–6,459)			Exiting the Navy (n = 741–752)		
	SA/A %	Neither %	D/SD %	SA/A %	Neither %	D/SD %	SA/A %	Neither %	D/SD %
I was treated with courtesy during sick call	75	13	12	57	34	9	60	19	21
I was treated in a timely manner at sick call				50	35	16			

Note. SA/A = Strongly agree/Agree; Neither = Neither agree nor disagree; D/SD = Disagree/Strongly disagree.

Special Physical

Table 36 presents the percentages of RTC and those exiting the Navy who agreed or disagreed with specific statements about the special physical. RTC graduates (70–82%) were much more likely than those exiting the Navy (57–65%) to agree that they were treated with courtesy and that the medical staff kept their appointments and were timely. About one-tenth of RTC graduates and those exiting the Navy disagreed with these statements.

Table 36
Percentage agreeing/disagreeing with statements about special physicals

Statements about special physical	RTC Graduates (n = 8,486–8,584)			Exiting the Navy (n = 304–312)		
	SA/A %	Neither %	D/SD %	SA/A %	Neither %	D/SD %
I was treated with courtesy	82	12	7	61	30	9
My appointments were kept by medical staff	82	11	8	65	29	7
My appointments for my special physical were timely	70	16	13	57	35	8

Note. SA/A = Strongly agree/Agree; Neither = Neither agree nor disagree; D/SD = Disagree/Strongly disagree.

Dental Care

Table 37 presents the percentages of RTC graduates, “A”/Apprentice School graduates, and those exiting the Navy who agreed or disagreed with specific statements about Navy dental care. In general, RTC graduates were much more likely than “A”/Apprentice School graduates and those exiting the Navy to agree with these statements. Eighty to ninety percent of RTC graduates, compared to one-half to two-thirds of “A”/Apprentice School graduates and those exiting the Navy, agreed that they were treated with courtesy, permitted to meet appointments, and that staff respected the limitations of their Limited/Light Duty dental chits; very few (2–8%) disagreed. About 60% of “A”/Apprentice School graduates said that they had sufficient notice of their dental appointments and that they received care in a timely manner. In addition, about one-third of “A”/Apprentice School graduates agreed, 40% neither agreed nor disagreed, and 22% disagreed that their dental appointments interfered with their training.

Table 37
Percentage agreeing/disagreeing with statements about Navy dental care

Statements about dental care	RTC Graduates (n = 24,687–25,062)			“A”/Apprentice School Graduates (n = 4,124–4,242)			Exiting the Navy (n = 486–501)		
	SA/A %	Neither %	D/SD %	SA/A %	Neither %	D/SD %	SA/A %	Neither %	D/SD %
I was treated with courtesy	92	5	4	69	29	3	70	22	8
I was permitted to meet my dental appointments	93	5	2				63	29	8
Staff respected the limitations of my Limited/Light Duty chits	82	16	2	50	48	3	60	34	7
I had sufficient notice of my dental appointment				61	33	6			
I received care in a timely manner				63	32	4			
Dental appointments interfered with my training				34	44	22			

Note. SA/A = Strongly agree/Agree; Neither = Neither agree nor disagree; D/SD = Disagree/Strongly disagree.

Experiences with Other Services and Facilities

Ditty Bag and Uniform Issue

A number of statements described the respondents' experiences with issuance of their ditty bag and uniforms (Table 38). In general, RTC graduates were more positive than were those exiting the Navy. For example, RTC graduates were more likely than those exiting the Navy to agree that they received:

- Proper size and right quantity of ditty bag items.
- Proper size, right quantities, and proper tailoring during first uniform issue.
- Proper size, right quantities, and proper tailoring during second uniform issue.

Also shown in Table 38, about one-half of RTC graduates and those exiting the Navy agreed and one-fourth to one-third disagreed that they were treated with courtesy at ditty bag and first uniform issue. During their second uniform issue, the responses of RTC graduates and those exiting the Navy diverge, with three-fifths of RTC graduates compared to two-fifths of those exiting the Navy agreed that they were treated with courtesy; about one-fifth of both groups disagreed.

Table 38
Percentage agreeing/disagreeing with statements about ditty bag and uniform issues

Statements about ditty bag and uniform issues	RTC Graduates (n = 31,464–31,655)			Exiting the Navy (n = 1,110–1,310)		
	SA/A %	Neither %	D/SD %	SA/A %	Neither %	D/SD %
Ditty Bag Issue						
I received proper size of items	83	5	12	77	11	12
I received right quantity of items	92	4	4	82	11	7
I was treated with courtesy	46	24	30	45	23	32
First Uniform Issue						
I received the right quantities during my first uniform issue	95	3	2	78	15	7
I received the proper sizes during my first uniform issue	83	6	11	68	17	15
I received the proper tailoring during my first uniform issue	85	7	8	67	20	13
I was treated with courtesy during my first uniform issue	54	20	26	49	25	26

Table 38
Percentage agreeing/disagreeing with statements about ditty bag and uniform issues

Statements about ditty bag and uniform issues	RTC Graduates (n = 31,464–31,655)			Exiting the Navy (n = 1,110–1,310)		
	SA/A %	Neither %	D/SD %	SA/A %	Neither %	D/SD %
Second Uniform Issue						
I received the right quantities during my second uniform issue	94	4	3	53	38	9
I received the proper sizes during my second uniform issue	85	5	10	51	37	11
I received the proper tailoring during my second uniform issue	87	6	8	50	40	10
I was treated with courtesy during my second uniform issue	61	16	22	42	41	17

Note. SA/A = Strongly agree/Agree; Neither = Neither agree nor disagree; D/SD = Disagree/Strongly disagree.

Laundry Services

As shown in Table 39, three-fifths to three-fourths of RTC graduates and those exiting the Navy agreed that the laundry was returned clean, dry, and undamaged; and that there were sufficient numbers of washing machines available. Less than one-half agreed that the lost laundry items were returned or replaced. In addition, 85 percent of “A”/Apprentice School graduates agreed and only 6 percent disagreed that washers and dryers were available for use (not shown in Table 39).

Table 39
Percentage agreeing/disagreeing with statements about laundry service and washers/dryers

Statements about laundry service and washers/dryers	RTC Graduates (n = 24,268–30,952) ^a			Exiting the Navy (n = 681–755)		
	SA/A %	Neither %	D/SD %	SA/A %	Neither %	D/SD %
Laundry was returned cleaned	74	12	14	71	16	13
Laundry was returned dry	65	15	19	59	18	23
Laundry was returned undamaged	62	14	23	68	19	13
Lost laundry was returned or replaced	42	30	29	46	28	26
There were sufficient numbers of washing machines available	61	30	9	60	28	13

Note. SA/A = Strongly agree/Agree; Neither = Neither agree nor disagree; D/SD = Disagree/Strongly disagree.

^ans vary based on the number of respondents who answered each item.

Galley Services

The percentages of those who agreed/disagreed with positive statements about the galley are presented in Table 40. Generally, the “A”/Apprentice School graduates were the most positive about the galley. Fifty to seventy percent agreed and 11–26 percent disagreed with all statements about the galley. Also, the majority (63–76%) of RTC graduates, “A”/Apprentice School graduates, and those exiting the Navy strongly agreed/agreed that they were treated with courtesy at those facilities and condiments were available; However, fewer respondents agreed with other positively worded statements about the galley. About one-half of RTC graduates and those exiting the Navy agreed and one-fourth to one-third disagreed that the portions were sufficient for all hands and that the meals were properly prepared and offered sufficient variety; and two-fifths to one-half agreed and one-fourth to one-third disagreed that plates, trays, and utensils were clean. Even fewer RTC graduates and those exiting the Navy (36–37%) agreed and higher percentages disagreed (44–46%) that there was enough time to eat.

Table 40
Percentage agreeing/disagreeing with statements about the Galley

Statements about the galley	RTC Graduates (n = 31,060–31,226)			"A"/Apprentice School Graduates (n = 9,424–9,505)			Exiting the Navy (n = 821–831)		
	SA/A %	Neither %	D/SD %	SA/A %	Neither %	D/SD %	SA/A %	Neither %	D/SD %
Condiments were available	76	13	11				63	20	17
I was treated with courtesy	73	15	12	70	19	11	63	21	15
Portions were sufficient for all hands	56	15	30	66	18	17	57	19	23
Meals were properly prepared	55	21	24	63	22	15	54	21	25
Meals offered sufficient variety	54	17	29	55	20	26	54	20	26
Plates, trays and utensils were clean	42	22	36	69	19	12	56	22	22
There was enough time to eat	36	18	46				37	19	44
The hours were convenient				57	19	24			
Meals were served at the right temperature				62	21	18			
Nutrition information was available				62	25	13			
The galley is set up so that everyone can be served in a timely manner				62	20	18			

Note. SA/A = Strongly agree/Agree; Neither = Neither agree nor disagree; D/SD = Disagree/Strongly disagree.

Barber Shop

Opinions varied concerning the services provided by the barbershop. About half of RTC graduates (51%), "A"/Apprentice School graduates (55%), and those exiting the Navy (52%) agreed that the barber shop treated them with courtesy; however higher percentages of RTC graduates (28%) and those exiting the Navy (25%) disagreed with this statement compared to only 8 percent of "A"/Apprentice School graduates. In addition, only two-fifths (37%) of RTC graduates agreed and almost one-half (45%) disagreed that they received the service that they expected from the barber shop; this compares to one-half (50%) of those exiting the Navy agreeing and one-fourth (28%) disagreeing.

Personal Hygiene, Spiritual Practice, Mail, and Other Services

Table 41 shows the percentage of respondents who agreed or disagreed with statements about experiences in the Navy with personal hygiene and spiritual practice. Concerning personal hygiene, three-fifths of RTC graduates and less than one-half of those exiting the Navy agreed and one-fourth to one-third disagreed that they were given the scheduled amount of time to attend to their personal hygiene. Related to this, one-half to three-fifths of RTC graduates and those exiting the Navy agreed and one-fourth to three-tenths disagreed that the heads were in working order during hygiene time.

Over three-fourths to nine-tenths of RTC graduates agreed that the services offered by the Chaplain met their needs and they had an opportunity at least once a week to attend religious services or to meditate in the chapel. This compares to about one-half to almost three-fifths of “A”/Apprentice School graduates and those exiting the Navy who agreed that the Chaplain’s services met their needs. About two-thirds of all respondents agreed they had a weekly opportunity to attend services or to meditate.

Table 41
Percentage agreeing/disagreeing with statements about personal hygiene and spiritual practice

Statements about miscellaneous facilities and services	RTC Graduates (n = 22,991–30,707) ^a			“A”/Apprentice School Graduates (n = 9,311–9,548)			Exiting the Navy (n = 621–744)		
	SA/A %	Neither %	D/SD %	SA/A %	Neither %	D/SD %	SA/A %	Neither %	D/SD %
Personal Hygiene									
I was given the scheduled amount of time to attend to my personal hygiene	60	16	24				45	19	37
All the head facilities were in working order during hygiene time	62	10	27				52	18	30
Spiritual Practice									
The services offered by the Chaplain met my needs	78	19	3	45	51	4	58	31	11
I had an opportunity, at least once a week, to attend religious services or to meditate in the chapel	93	5	2	65	31	3	72	19	9

Note. SA/A = Strongly agree/Agree; Neither = Neither agree nor disagree; D/SD = Disagree/Strongly disagree.

^ans vary based on the number of respondents who answered each item.

Table 42 shows the percentage of respondents who agreed or disagreed with statements about experiences in the Navy with mail and other services.

Table 42
Percentage agreeing/disagreeing with statements about mail and other services

Statements about miscellaneous facilities and services	RTC Graduates (n = 22,991–30,677) ^a			“A”/Apprentice School Graduates (n = 9,311–9,548)			Exiting the Navy (n = 621–744)		
	SA/A %	Neither %	D/SD %	SA/A %	Neither %	D/SD %	SA/A %	Neither %	D/SD %
Mail Service									
Mail call was held daily (except Saturdays, Sundays and holidays)	87	5	8	78	18	3	56	20	24
My mail was delivered unopened	94	3	3	77	20	3	70	24	7
Other services									
I was satisfied with the banking services provided on base	87	10	3				58	34	8
I had sufficient time for my course study	78	11	11	69	20	10	48	31	21
Section leaders were picked carefully				43	28	29			

Note. SA/A = Strongly agree/Agree; Neither = Neither agree nor disagree; D/SD = Disagree/Strongly disagree.

^ans vary based on the number of respondents who answered each item.

- **Mail service.** RTC graduates were the most likely (87–94%) to agree that mail call was held daily and that the mail was delivered unopened. This compares to slightly lower percentages of “A”/Apprentice School graduates (77–78%) and those exiting the Navy (56–70%).
- **Banking services.** Almost nine-tenths of RTC graduates, compared to three-fifths of those exiting the Navy, agreed that they were satisfied with the banking services provided on base.
- **Study time.** Two-thirds to three-fourths of RTC and “A”/Apprentice School graduates and only about one-half of those exiting the Navy agreed that they had sufficient time for their course study.
- **Selection of section leaders.** “A”/Apprentice School graduates differed about how the section leaders were picked. Two-fifths agreed, but almost one-third neither agreed nor disagreed and a third disagreed that section leaders were picked carefully.

Experiences of “A”/Apprentice School Graduates

“A”/Apprentice School graduates were asked a series of questions about the BEQ, personnel and disbursing, and other facilities and services available to them.

Bachelor Enlisted Quarters (BEQ)

Table 43 shows “A”/Apprentice School graduates’ opinions about the BEQ; since the sample of those exiting “A”/Apprentice School was so small ($n = 37$), data are not provided for those exiting the Navy.

Table 43
Percentage agreeing/disagreeing with statements about the BEQ

Statements about the BEQ	“A”/Apprentice School Graduates ($n = 9,392-9,570$)		
	SA/A %	Neither %	D/SD %
BEQ is kept clean	73	16	11
The TV lounge is adequate	70	18	12
The BEQ/NMT staff treat me fairly	66	22	12
Heads in the BEQ are in good working order	62	16	22
The shower facilities in the BEQ are in good working order	62	16	22
The heating in the BEQ is adequate	56	23	21
Quiet hours are maintained	53	19	29
Smoking areas are adequate	46	42	12
The air conditioning in the BEQ is adequate	44	30	26
The cost of room phones is reasonable	29	56	15
There is always soap in the BEQ showers	25	28	47
Watches			
Watchbills are posted in a timely manner	58	17	25
Watches are distributed fairly	48	20	32
Too many watches	34	39	27

Note. SA/A = Strongly agree/Agree; Neither = Neither agree nor disagree; D/SD = Disagree/Strongly disagree.

As shown, “A”/Apprentice School graduates generally (66–73%) agreed that the BEQ is kept clean, the TV lounge is adequate, and the BEQ/NMT staff treats them fairly. Between two-fifths and three-fifths agreed that the heads and showers are in good working order, the heating is adequate, and quiet hours were maintained. The lowest percentages (about one-fourth) agreed that the cost of room phones is reasonable and

that there is always soap in the BEQ showers. Across these items, one-fifth to almost one-third disagreed that the heads and shower facilities are in good working order, the air conditioning is adequate, and that quiet hours are maintained; almost one-half disagreed that there is always soap in the showers.

Although one-third of the “A”/Apprentice School graduates agreed that there are too many watches, almost one-half agreed that the watches are distributed fairly, and nearly three-fifths agreed that the watch bills are posted in a timely manner; though one-fourth to one-third disagreed.

Personnel and Disbursing

About two-fifths of “A”/Apprentice School graduates agreed and less than one-tenth disagreed that their Personnel Liaison Representative (PLR) resolved personnel/pay problems, travel entitlements, Permanent Change of Station (PCS) orders, and allotments; that their PLR took care of medical and dental appointments; and they were treated with courtesy at the Personnel Property Office (PPO) (Table 44).

Table 44
Percentage agreeing/disagreeing with statements about Personnel and Disbursing

Statements about personnel and disbursing	“A”/Apprentice School Graduates (n = 9,279–9,582)		
	SA/A %	Neither %	D/SD %
My PLR resolved my personnel/pay problems	43	48	9
My PLR resolved my travel entitlements	45	48	7
My PLR resolved PCS orders	45	47	7
My PLR took care of my medical appointments	42	52	5
My PLR took care of my dental appointments	40	54	6
I was treated with courtesy at the Personnel Property Office (PPO)	40	56	4
My PLR resolved my allotments	37	57	5

Note. SA/A = Strongly agree/Agree; Neither = Neither agree nor disagree; D/SD = Disagree/Strongly disagree.

Special Services

Four-fifths of “A”/Apprentice School graduates agreed that the hours of operation were convenient, the quality of the food was good, and they were treated with courtesy at special services (Food Court, McDonald’s, Pier 525, The Loft, Clubs, Bowling Alley) (Table 45).

Table 45
Percentage agreeing/disagreeing with statements about Special Services

Statements about special services	"A"/Apprentice School Graduates (n = 9,569–9,593)		
	SA/A %	Neither %	D/SD %
I was treated with courtesy	81	14	5
Hours of operations were convenient	81	14	5
Quality of food was good	79	16	5

Note. SA/A = Strongly agree/Agree; Neither = Neither agree nor disagree; D/SD = Disagree/Strongly disagree.

Other Services/Facilities

As shown in Table 46, "A"/Apprentice School graduates were very satisfied with the athletic facilities and the Navy Exchange, and were satisfied with the Commissary and Uniform Center.

Table 46
Percentage agreeing/disagreeing with statements about ATMs, athletic facilities, Navy Exchange, Commissary, and Uniform Center

Statements about	"A"/Apprentice School Graduates (n = 9,385–9,536)		
	SA/A %	Neither %	D/SD %
ATM machines are available for my use	86	10	4
Athletic Facilities			
I was treated with courtesy	78	19	3
Athletic facility hours were convenient	74	19	7
Athletic facilities were adequate	79	18	3
Navy Exchange			
The Navy Exchange is well stocked	75	16	9
The Navy Exchange carries items I want	73	16	10
The Navy Exchange operating hours are convenient	75	16	9
Commissary			
The commissary is well stocked	69	28	4
The commissary carries items I want	67	28	5
The commissary operating hours are convenient	62	29	9
Uniform Center			
Uniform center is adequate	62	35	3

Note. SA/A = Strongly agree/Agree; Neither = Neither agree nor disagree; D/SD = Disagree/Strongly disagree.

Table 47 shows that two-fifths to almost three-fifths agreed and less than one-fifth disagreed with positive statements about the Post Office and library.

Table 47
Percentage agreeing/disagreeing with statements about the Post Office and Library

Statements about other services and facilities	"A"/Apprentice School Graduates (n = 9,385–9,536)		
	SA/A %	Neither %	D/SD %
Post Office			
Post office hours are convenient	52	32	16
I receive good service at the Post Office	56	39	5
Library			
I was treated with courtesy at the library	49	49	1
Library operating hours are convenient	45	49	6
Library materials are up to date	42	54	4

Note. SA/A = Strongly agree/Agree; Neither = Neither agree nor disagree; D/SD = Disagree/Strongly disagree.

Other Services

The final set of questions concerned other services, such as vending and change machines, transportation, learning and academic centers, and the Navy College Campus (NCC).

Table 48 shows that "A"/Apprentice School graduates' responses were most positive about vending and change machines at the School House and the BEQ, with between three-fifths and three-fourths agreeing with the positive statements about these services.

Table 48
Percentage agreeing/disagreeing with statements about vending & change machines

Statements about other services	"A"/Apprentice School Graduates (n = 8,889–9,450)		
	SA/A %	Neither %	D/SD %
Vending Machines at the School House			
Had a good selection of items	73	19	8
Were regularly refilled	73	19	9
Were in good working order	67	19	14
Vending Machines at the BEQ			
Had a good selection of items	67	21	13
Were regularly refilled	66	21	14
Were in good working order	59	22	20
Change Machines			
At the BEQ were in good working order	58	23	19
At the School House were in good working order	59	24	17

Note. SA/A = Strongly agree/Agree; Neither = Neither agree nor disagree; D/SD = Disagree/Strongly disagree.

Table 49 shows that responses to statements about transportation, learning and academic centers, and the NCC were less positive. One-third to three-fifths (32–57%) of the "A"/Apprentice School graduates agreed that the various forms of transportation were adequate and similar percentages (35–58%) neither agreed nor disagreed. Almost one-half agreed that the Learning Resource Center hours were convenient and one-third agreed that the Academic Skill Center treated them with courtesy. The least positive responses dealt with the NCC. Less than one-third of the "A"/Apprentice School graduates agreed that they were treated with courtesy at the NCC and that the NCC hours were convenient.

Table 49
**Percentage agreeing/disagreeing with statements about transportation,
 Learning & Academic Centers, and Navy College Campus**

Statements about	"A"/Apprentice School Graduates (n = 8,889–9,450)		
	SA/A %	Neither %	D/SD %
Transportation			
METRA train service was adequate	57	39	4
Van/taxi services were adequate	50	35	15
MWR shuttle service was adequate	44	38	18
Duty driver service was adequate	41	51	8
PACE bus service was adequate	32	58	11
Learning & Academic Centers			
The Learning Resource Center hours were convenient	47	49	4
Academic Skill Center treated with courtesy	33	66	1
Navy College Campus (NCC)			
I was treated with courtesy at the NCC	31	68	1
NCC hours were convenient	29	69	2

Note. SA/A = Strongly agree/Agree; Neither = Neither agree nor disagree; D/SD = Disagree/Strongly disagree.

Cross-Sectional Analysis Findings: Measures Developed/Modified for this Study

This section describes the findings for measures developed or modified for this study. These measures include the Navy P-O Fit Scales, organizational commitment scales, and the Modified Ways of Coping Checklist (WCCL) (Vitaliano et al., 1985).

Navy P-O Fit Scale Development and Findings

The Navy's Evaluation Report and Counseling Record (E1–E6) (NAVPERS 1616/26 (6-95)) provided the basis for the development of the Navy Person-Organization Fit Scale (Navy P-O Fit Scale). The official Navy form has seven “blocks” or groups of desired behavioral characteristics on which Sailors receive annual ratings, ranging from “1” (below standards) to “3” (meets standards) to “5” (greatly exceeds standards). Six of these seven performance elements, excluding only the job expertise trait, were selected for inclusion in the study (Table 50). These blocks are Quality of Work, Equal Opportunity (renamed Respect for Others for purposes of this study), Military Bearing/Character, Personal Job Accomplishment/Initiative, Teamwork, and Leadership.

For each of these six performance elements, the research team developed a set of statements regarding the Navy's desired characteristics of first-term Sailors. These statements were designed to reflect the 3.0 or meets standards rating. Three groups of senior enlisted Sailors ($n = 18$) used a Q-sort process to identify those statements that represented the most desired characteristics of Sailors for each trait. Items were then pre-tested on a small sample of new recruits ($n = 186$) and factor analyzed. This pretest resulted in six factors, consisting of a total of 32 items, which matched the theoretical traits described above and had coefficient alphas ranging from .67 to .82. These items were then included in all four study surveys (i.e., New Sailor, RTC Graduate, “A”/Apprentice Schools Grad, and Exit from Training Surveys).

Table 50
Navy's Evaluation Report and Counseling Record performance traits⁺

PERFORMANCE TRAITS AND DEFINITIONS	STANDARDS DEFINITIONS		
	Below Standards (1.0)	Meets Standards (3.0)	Greatly Exceeds Standards (5.0)
<u>Quality of Work</u> Standard of work, value of end product	Needs excessive supervision Product frequently needs rework Wasteful of resources	Needs little supervision Produces quality work with few errors and resulting rework Uses resources efficiently	Needs no supervision Always produces exceptional work. No rework required Maximizes resources
<u>Equal Opportunity</u> Fairness, respect for human worth	Displays personal bias or engages in harassment Tolerates bias, unfairness, or harassment in subordinates Lacks respect for EO objectives Interferes with order and discipline by disregarding rights of others	Always treats others with fairness and respect Does not condone bias or harassment in or outside of workplace Supports Navy EO objectives Contributes to unit cohesiveness and morale	Admired for fairness and human respect Ensures a climate of fairness and respect for human worth Pro-active EO leader, achieves concrete EO objectives Leader and model contributor to unit cohesiveness and morale
<u>Military Bearing/Character</u> Appearance, conduct, physical fitness, adherence to Navy Core Values	Consistently unsatisfactory appearance Unsatisfactory demeanor/conduct Unable to meet one or more physical readiness standards Fails to live up to one or more Navy Core values	Excellent personal appearance Excellent demeanor or conduct Complies with physical readiness program, within all standards Always lives up to Navy Core Values	Exemplary personal appearance Exemplary representative of Navy Excellent or outstanding PRT. A leader in physical readiness Exemplifies Navy Core Values
<u>Personal Job Accomplishment/ Initiative</u> Responsibility, quality of work	Needs prodding to attain qualification or finish job Prioritizes poorly Avoids responsibility	Productive and motivated. Completes tasks and qualifications fully and on time Plans/prioritizes effectively Reliable, dependable, willingly accepts responsibility	Energetic self-starter. Completes tasks or qualifications early, far better than expected Plans/prioritizes with exceptional skill and foresight Seeks extra responsibility and takes on the hardest jobs
<u>Teamwork</u> Contributions to team building and team results	Creates conflict, unwilling to work with others, puts self above team Fails to understand team goals or teamwork techniques Does not take direction well	Reinforces others' efforts, meets commitments to team Understands goals, employs good teamwork techniques Accepts and offers team direction	Team builder. Inspires cooperation and progress Focuses goals and techniques for teams The best at accepting and offering team direction
<u>Leadership (Optional for E-1 to E-3)</u> Organizing, motivating and developing others to accomplish goals	Fails to motivate, train or develop subordinates Fails to organize, creates problems for subordinates Does not set or achieve goals relevant to command mission Lacks ability to cope with or tolerate stress Inadequate communicator Tolerates hazards or unsafe practices Does not attend to welfare of subordinates	Effectively motivates, trains, and develops subordinates Organizes successfully, solves problems as they occur Sets/achieves useful, realistic goals which support command mission Performs and leads effectively in stressful situations Clear, timely communicator Ensures safety of personnel and equipment Routinely considers subordinates' personal and professional welfare	Inspiring motivator and trainer, consistently builds winners Superb organizer, great foresight, gets ahead of problems Leadership achievements significantly furthers command mission Perseveres through the toughest challenges and inspires others Exceptional communicator Makes subordinates safety-conscious, has top safety record Constantly improves the personal and professional lives of others

⁺Evaluation Report & Counseling Record (E1–E6). NAVPERS 1616/26 (6-95).

In each survey, respondents were asked to indicate the degree to which these 32 personal characteristics are true for them, using a 5-point, Likert-type scale recoded as follows:

5 = Always true of me

4 = Usually true of me

3 = Mostly true of me

2 = Seldom true of me

1 = Never true of me

Based on the New Sailor Survey data ($n = 47,764$), the Navy P-O Fit Scale items were re-examined via factor analysis. This analysis resulted in six factors similar to those identified in the pretest. These factors explained 57 percent of the variance in the items and had an alpha coefficient of .93. Based on this analysis, items were initially identified for inclusion in the six factors if their factor loadings were .5 or higher. Items with factor loadings above .5, which loaded on more than one factor, were assigned to a factor based on their content and contribution to that factor scale score's reliability (i.e., alpha). Two items (*I keep my belongings neat and clean* and *I like to keep a neat appearance*) had the highest loading on the Quality of Work factor and the second highest loading on the Military Bearing/Character factor. However, because the content was more consistent with the Military Bearing/Character factor as defined in the Navy Evaluation Form, these items were assigned to the Military Bearing/Character factor. One item (*When I'm under a lot of stress, sometimes I feel like I'm going to pieces*) was eliminated because it did not load heavily on any one factor. These results are consistent with the findings from the pretest, with the following exceptions:

- *I consider the consequences before I take action* was moved from the Personal Job Initiative Subscale to the Leadership/Decision-Making Subscale.
- *I get along with others* was moved from Teamwork to the Respect for Others Subscale.
- *I have often been a leader of groups I have belonged to* was moved from Leadership/Decision-Making to Teamwork Subscale.
- Because the items in the Leadership scale dealt primarily with individual decision-making and problem-solving, this factor was renamed Leadership/Decision-Making.

The final Navy P-O Fit Scale and subscale items and their scores are shown in Table 51.

Table 51
Navy P-O Fit Scale and subscale items and scores

Navy Fit: Scale Score (P-O Fit) = (QW + RO + CB + PJI + TW + L)/6	
Quality of Work Subscale Score (QW) = (Sum of items)/4 <ul style="list-style-type: none"> ▪ I try to do jobs carefully so they don't have to be done again. ▪ I strive for excellence in everything I do. ▪ I pay close attention to details when I am working. ▪ I am very resourceful in getting a job done. 	Respect for Others Subscale Score (RO) = (Sum of items)/6 <ul style="list-style-type: none"> ▪ I am tolerant of other people. ▪ I take a personal interest in the people I work with. ▪ I like most people I meet. ▪ I try to help people who are less fortunate than me. ▪ I get along with others. ▪ I try to be considerate of others.
Military Bearing / Character Subscale Score (CB) = (Sum of items)/6 <ul style="list-style-type: none"> ▪ I try to stay out of trouble. ▪ I try to set a good example for others. ▪ I try to follow my conscience. ▪ I try to do what I think is right. ▪ I keep my belongings neat and clean. ▪ I like to keep a neat appearance. 	Personal Job Initiative Subscale Score (PJI) = (Sum of items)/5 <ul style="list-style-type: none"> ▪ I try to finish all the tasks assigned to me. ▪ I work hard to accomplish my goals. ▪ I try to get the job done. ▪ Once I start a project, I almost always finish it. ▪ When I make a commitment, I can be counted on to follow through.
Teamwork Subscale Score (TW) = (Sum of items)/5 <ul style="list-style-type: none"> ▪ I like to play sports. ▪ I enjoy being part of a team. ▪ A team is more important than the individuals on it. ▪ I have often been a leader of groups I have belonged to. ▪ I encourage others to do their best. 	Leadership/Decision-Making Subscale Score (L) = (Sum of items)/5 <ul style="list-style-type: none"> ▪ When things are falling apart, I still make good decisions. ▪ When I have a problem, I stop and think about it before taking the next step. ▪ I have a clear set of goals. ▪ I usually keep a cool head in emergencies. ▪ I consider the consequences before I take action.

As shown in Table 51, the Navy P-O Fit Scale consists of 31 items, grouped into 6 subscales: Quality of Work (QW), Respect for Others (RO), Military Bearing/Character (CB), Personal Job Initiative (PJI), Teamwork (TW), and Leadership/Decision-Making. Each of these six Navy P-O Fit subscale scores is defined as the mean of the subscale items; and the overall Navy P-O Fit Scale score is defined as the mean of the six subscale scores. Based on this analysis from the New Sailor Survey sample, Navy P-O Fit scale and subscale scores were calculated for the RTC Graduate, "A"/Apprentice School Graduate, and Exit Survey sample.

Navy P-O Fit Scale Descriptive Statistics and Intercorrelations

Table 52 presents alpha coefficients for the Navy P-O Fit scale and subscale scores for the four samples. Subscale alphas for all four surveys range from .78 to .91, with the exception of the Teamwork subscale, where the alpha coefficients are lower and range from .67 to .82.

Table 52
Navy P-O Fit Scale and subscale reliabilities

Navy P-O Fit Scale and Subscales Scores	Alpha Coefficients			
	New Recruits	RTC Graduates	"A"/Apprentice School Graduates	Exiting the Navy
Overall Navy P-O Fit Scale	.94	.92	.94	.97
Quality of Work	.80	.81	.85	.90
Respect for Others	.79	.80	.84	.90
Military Bearing/Character	.78	.79	.84	.89
Personal Job Initiative	.83	.83	.88	.91
Teamwork	.67	.67	.70	.82
Leadership/Decision-making	.80	.79	.82	.89

Table 53 presents the *ns*, means, and standard deviations for the overall Navy P-O Fit scale and subscales. Note that the range of the means for all of the Navy P-O Fit scale and subscale scores is relatively narrow. The highest mean is 4.97, which is very close to the 5.0 rating *Always true of me*, and the lowest mean is 3.80 which is very close to the 4.0 rating *Usually true of me*. The standard deviations for new recruits and graduates are relatively small, ranging from .36 to .67. The standard deviations for those exiting from the Navy are somewhat larger, ranging from .72 to .88.

Table 53
Navy P-O Fit Scale and subscale descriptives

Navy P-O Fit Scale and Subscales Scores	New Recruits			RTC Graduates			"A"/Apprentice School Graduates			Exiting the Navy		
	n	M ^a	SD	n	M ^a	SD	n	M ^a	SD	n	M ^a	SD
Overall Navy												
P-O Fit Scale	42,775	4.46	.42	29,221	4.38	.43	8,823	4.27	.52	2,139	3.99	.72
Quality of Work	45,986	4.97	.36	31,823	4.47	.52	9,621	4.38	.58	2,383	4.11	.78
Respect for Others	45,066	4.31	.54	31,165	4.18	.59	9,614	4.07	.67	2,299	3.92	.82
Military Bearing/Character	45,367	4.44	.49	31,667	4.49	.47	9,676	4.40	.56	2,348	4.15	.74
Personal Job Initiative	45,265	4.55	.49	31,783	4.62	.46	9,809	4.49	.56	2,328	4.13	.76
Teamwork	45,009	4.24	.60	31,181	4.24	.61	9,718	4.07	.67	2,320	3.82	.88
Leadership/Decision-making	45,244	4.21	.59	31,824	4.21	.59	9,653	4.14	.65	2,373	3.80	.86

^aScores were recoded as follows: 5 = Always true of me, 4 = Usually true of me, 3 = Mostly true of me, 2 = Seldom true of me, 1 = Never true of me.

The six Navy P-O Fit subscale scores are significantly interrelated (i.e., these subscales are not independent of one another).

Table 54 shows the intercorrelations for new recruits, ranging from .517 to .706. Similarly (not shown), the intercorrelations range from .455 to .699 for RTC graduates, from .567 to .838 for "A"/Apprentice Schools graduates, and from .691 to .820 for those exiting the Navy.

Table 54
Intercorrelations of the Navy P-O Fit Scale scores: New recruits

Navy P-O Fit Scales	Correlations (n = 44,252–45,095)					
	CB	QW	L	RO	TW	PJI
Military Bearing/Character	-	.657**	.685**	.630**	.549**	.704**
Quality of Work		-	.644**	.522**	.517**	.706**
Leadership/Decision-making			-	.592**	.570**	.671**
Respect for Others				-	.546**	.554**
Teamwork					-	.544**
Personal Job Initiative						-

**p < 0.01, two-tailed.

Figure 14 compares the means for these measures across the four samples. As shown, the means for the total Navy P-O Fit scale score and all subscales are higher for new recruits, RTC graduates, and “A”/Apprentice School graduates than for those who were exiting the Navy. This suggests that those who leave training prior to graduating from RTC or “A”/Apprentice School are less likely to be “in sync” with the Navy’s organizational values, as measured by the Navy Fit scales and subscales, compared to those who enter the Navy as new recruits or who graduate from either RTC or “A”/Apprentice Schools.

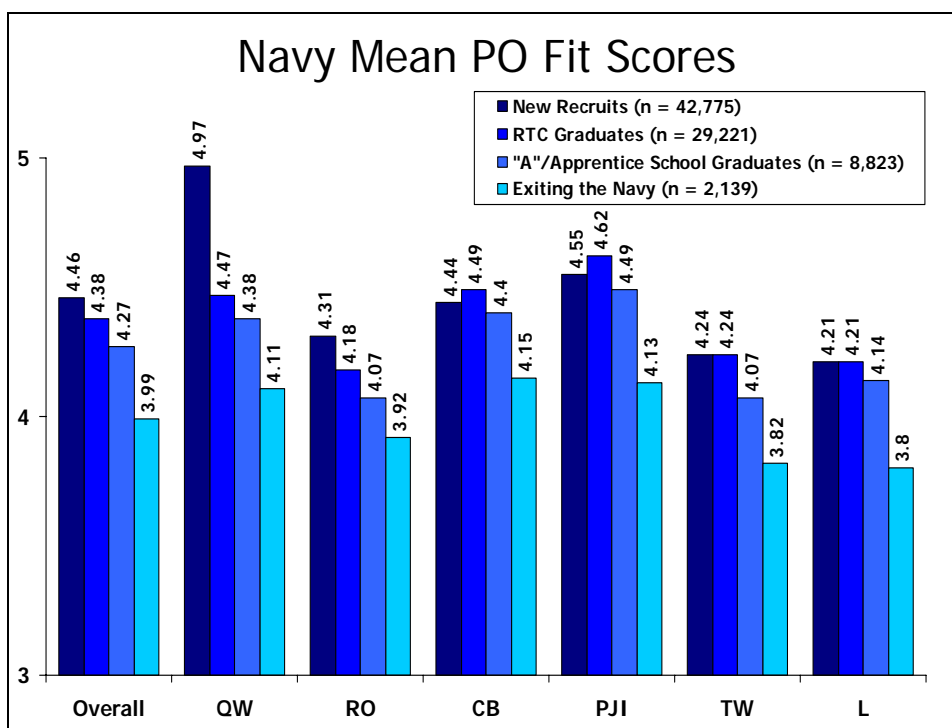


Figure 14. Navy P-O Fit mean scores by sample.

Navy Fit Self-Rating Scores

In addition to rating the extent to which the 31 Navy Fit items are true for themselves, RTC graduates, “A”/Apprentice School graduates, and those exiting the Navy were asked to compare themselves to their fellow recruits/classmates on the 6 Navy Fit traits from the perspective of their RDCs or instructors. They also were asked to compare themselves to their fellow recruits/classmates in terms of their physical fitness and overall effectiveness. These traits are defined in the surveys as follows:

- **Quality of work** (willingness to follow Navy regulations, orders, and display respect for superiors).
- **Respect for others** (respects others and treats everyone fairly).
- **Military bearing/character** (keeps good personal appearance, conduct in keeping with Navy standards, lives Navy values).

- **Personal accomplishment/initiative** (such as willingness to work hard and make sure the job gets done).
- **Teamwork** (contributes to team building and team results).
- **Leadership** (organizes and motivates others to accomplish task).
- **Physical fitness** (maintains military standards of physical fitness and conduct).
- **Overall effectiveness**

Specifically, RTC graduates and those exiting the Navy were asked, *Suppose your RDCs were to compare your performance to other Sailors in your division; how would they rate you?* Likewise, “A”/Apprentice School graduates were asked, *Suppose your instructors were to compare your performance to other Sailors in your class; how would they rate you?* Responses were recoded as follows:

5 = Far better than the average recruit/student

4 = Better than the average recruit/student

3 = About as good as the average recruit/student

2 = Worse than the average recruit/student

1 = Far worse than the average recruit/student

Factor analysis of the self-rating items for RTC graduates resulted in a single factor, which explained 56 percent of the variance in the items and had an alpha coefficient of .88. The Navy Fit Self-Rating Scale score is defined as the mean of the 8 items and has alpha coefficients of .90 and .93 respectively for “A”/Apprentice School graduates and those exiting the Navy.

Table 55 presents the *ns*, means, and standard deviations for the individual item and overall Navy Fit self-rating scores for RTC graduates, “A”/Apprentice School graduates, and those exiting from the Navy.

Table 55
Navy Fit Self-Rating Scale and item descriptives

Single-item Self-Rating Fit Scores	RTC Graduates			"A"/Apprentice School Graduates			Exiting the Navy		
	n	M ^a	SD	n	M ^a	SD	n	M ^a	SD
Quality of Work (QW)	31,950	4.08	.76	9,802	4.03	.81	2,373	3.57	.99
Respect for Others (RO)	31,871	4.17	.80	9,837	4.14	.83	2,375	3.82	1.02
Military Bearing/Character (C/B)	31,827	4.06	.80	9,820	4.04	.84	2,374	3.55	1.06
Personal Job Initiative (PJI)	31,985	3.91	.74	9,855	3.89	.79	2,379	3.46	.99
Teamwork (TW)	31,876	3.98	.78	9,835	3.92	.83	2,370	3.52	1.03
Leadership/Decision- making (L)	31,828	3.70	.86	9,817	3.78	.87	2,369	3.32	1.09
Physical Fitness (PF)	31,926	3.79	.89	9,837	3.79	.89	2,369	3.24	1.08
Overall Effectiveness	31,489	4.00	.72	9,713	4.02	.78	2,364	3.47	1.02

^aScores were recoded as follows: 5 = far better than the average recruit/student, 4 = better than the average recruit/student, 3 = about as good as the average recruit/student, 2 = worse than the average recruit/student, 1 = far worse than the average recruit/student.

Note that the range of the means for all of the self-rating items and the overall score is narrow. The highest mean is 4.17, which is slightly higher than the 4.0 rating *Better than the average recruit/student*; and the lowest mean is 3.24 which is slightly higher than the 3.0 rating *About as good as the average recruit/student*. Similar to the Navy P-O Fit mean scale and subscale scores, the standard deviations for new recruits and graduates are relatively small, ranging from .74 to .89; and the standard deviations for those exiting from the Navy are slightly larger, ranging from .99 to 1.09.

Figure 15 compares the means for the self-rating items across the four samples.

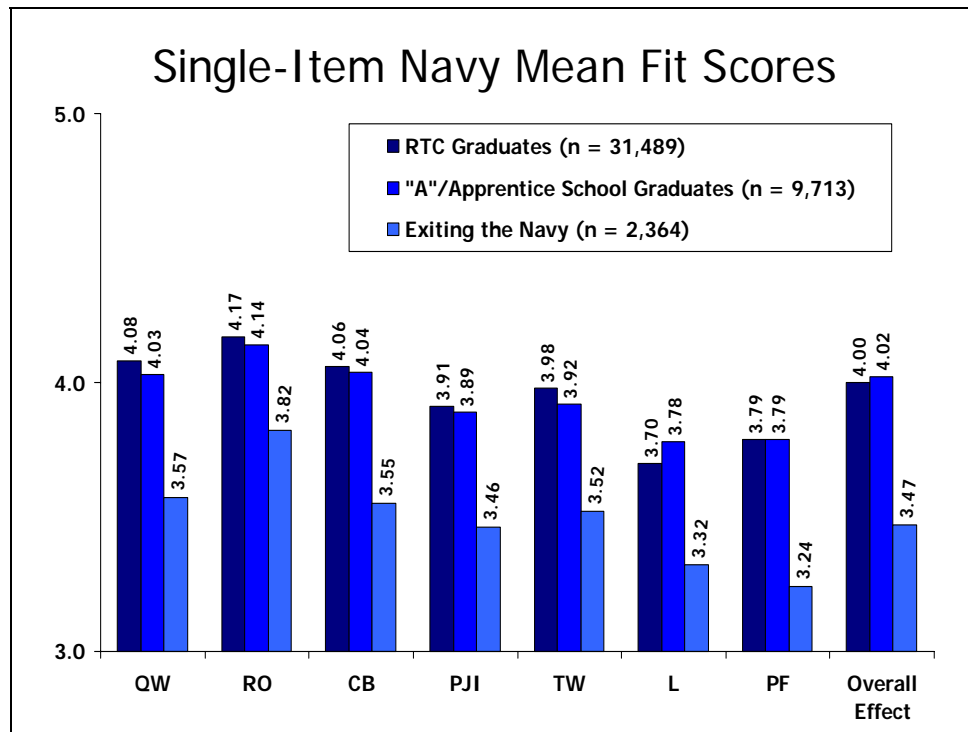


Figure 15. Single-item Navy Fit Self-Rating mean scores by sample.

As shown, the means for single-item overall effectiveness self-rating and all of the other self-rating items for those who are exiting training are lower (i.e., less positive) than the mean scores for RTC graduates and “A”/Apprentice School graduates. That is, those who exited training prior to graduating tended to compare themselves less favorably to their fellow recruits/classmates on traits describing the Navy’s organizational values than did those who graduated from RTC or “A”/Apprentice Schools. The mean overall effectiveness self-rating for those exiting from the Navy is 3.47, which is midway between the 3.0 rating of *About as good as the average recruit/student* and the 4.0 rating of *Better than the average recruit/student*; this compares to the mean overall effectiveness self-ratings of 4.00 and 4.02 for the RTC and “A”/Apprentice School graduates respectively, which are at the 4.0 rating of *Better than the average recruit/student*.

The single-item physical fitness (PF) self-rating score means range from 3.24 for those exiting training to 3.79 for both RTC and “A”/Apprentice School graduates. Almost three-fifths of the RTC graduates (59%) and “A”/Apprentice School graduates (58%) rated their physical fitness as being better or far better than the average recruit or student; this compares to slightly less than two-fifths (37%) of those exiting training. In contrast, only 5 percent of the RTC graduates and 4 percent of the “A”/Apprentice School graduates rated their physical fitness as worse or far worse than average recruit/student compared to 22 percent of those exiting training. This finding that those exiting training rated their physical fitness lower compared to their fellow recruits/classmates than did graduates holds true even if those who ASMO’ed for medical reasons are eliminated from the Exit Survey sample.

Relationship of Navy P-O Fit Scale Scores and Navy Fit Self-Rating Scores

Table 56 presents the correlations between the Navy P-O Fit scale scores and the parallel Navy Fit Self-rating scores for RTC graduates, “A”/Apprentice Schools graduates, and those exiting from training. The correlations for the mean Navy Fit scale score and the Overall Navy Fit Self-rating score ranged from .511 to .635. The subscale correlations ranged from .300 to .443 for RTC graduates, from .374 to .514 for “A”/Apprentice School graduates, and from .448 to .579 for those exiting from training. These moderately high and statistically significant correlations suggest that the Navy P-O Fit Scale scores and the Navy Fit Self-rating score items are measuring similar but not identical constructs.

Table 56
Correlations of Navy P-O Fit Scales and self-ratings

Navy P-O Fit Scales Correlated with Self-Ratings	RTC Graduates (n = 29,221– 31,985)	“A”/Apprentice School Graduates (n = 8,823– 9,837)	Exiting the Navy (n = 2,139– 2,379)
Quality of Work: P-O Fit X Self-Rating	.344**	.421**	.482**
Respect for Others: P-O Fit X Self-Rating	.386**	.460**	.509**
Military Bearing/Character : P-O Fit X Self-Rating	.323**	.449**	.448**
Personal Job Initiative: P-O Fit X Self-Rating	.300**	.374**	.488**
Teamwork: P-O Fit X Self-Rating	.443**	.514**	.579**
Leadership/Decision-making: P-O Fit X Self-Rating	.354**	.419**	.521**
Mean Navy P-O Fit X Self-rating Overall Effectiveness	.408**	.492**	.574**
Mean Navy P-O Fit Scales X Mean Self-rating	.511**	.594**	.635**

**p < 0.01, two-tailed.

Organizational Commitment Scale Development and Findings

Organizational commitment has been conceptualized and measured in various ways, but common to all is the link between commitment and outcome (i.e., employees who are strongly committed are least likely to leave an organization). The First Watch study modified a scale of commitment developed by Meyer & Allen (1987) that includes 24 items grouped into 3 components: affective commitment, continuance commitment, and normative commitment. Using the 24-item Meyer & Allen scale (with slight rewording to reflect Navy terminology, plus 8 additional items developed to measure value similarity), the scale was pre-tested on more than 800 Navy personnel. After

factor analyzing the results, 14 items were retained and grouped into three scales: the Affective Commitment Scale (ACS), the Continuance Commitment Scale (CCS), and Value Similarity Scale (VSS), a new scale, was added. The Normative Commitment Scale was dropped due to range restrictions and low factor loadings across three additional factors. These three scales, ACS, CCS, and VSS, had alphas of .78 or higher.

The 14 retained items were then included in the RTC and “A”/Apprentice School Graduate Surveys. In both surveys, Sailors were asked to indicate the degree to which they agreed or disagreed with each of the items, using a 5-point Likert-type scale recoded as follows:

- 5 = Strongly Agree
- 4 = Agree
- 3 = Neither Agree Nor Disagree
- 2 = Disagree
- 1 = Strongly Disagree

Using responses from the RTC graduate sample ($n = 33,644$), the 14 commitment Scale items were re-examined via factor analysis. The results of this factor analysis showed that the items assessed 3 underlying dimensions, which explained 63 percent of the variance in the items and had an alpha coefficient of .85 or higher. Items were identified for inclusion in the three factors if their factor loadings were .5 or higher. Items with factor loadings above .5 but which loaded on more than one factor were assigned to a factor based on their content and contribution to that factor scale score's reliability (i.e., alpha). Two items (*I would be very happy to stay in the Navy until I'm eligible for retirement* and *The Navy has a great deal of personal meaning for me*) had the highest loading on the Value Similarity factor and the second highest loading on the Affective factor. However, these items were assigned to the Affective factor based on their content and the fact that prior research by Allen & Meyer (1990) had included these items in the Affective factor. These results are consistent with findings from the pretest.

The final Navy Commitment Scale, subscales, and scale score formulas are shown in Table 57.

Table 57
Commitment Scale and subscale score items

Commitment Scale Score = (ACS + VSS + CCS)/3
<p>Affective Commitment Scale (NACS)—Sum of 5 items/5</p> <p>I would be very happy to stay in the Navy until I'm eligible for retirement.</p> <p>I do not feel "part of the Navy family." (reversed)</p> <p>I do not feel "emotionally attached" to the Navy. (reversed)</p> <p>The Navy has a great deal of personal meaning for me.</p> <p>I do not feel a strong sense of belonging to the Navy. (reversed)</p>
<p>Value Similarity Scale (NVSS)—Sum of 6 items/6</p> <p>Since joining the Navy, my personal values and those of the Navy have become more similar.</p> <p>What the Navy stands for is important to me.</p> <p>My attachment to the Navy is primarily based on the similarity of my values to Navy values.</p> <p>Overall, I'm proud that I joined the Navy.</p> <p>I enjoy the camaraderie in the Navy.</p> <p>I am dedicated to serving in the Navy.</p>
<p>Continuance Commitment Scale (NCCS)—Sum of 3 items/3</p> <p>Too much in my life would be disrupted if I decided I wanted to leave the Navy now.</p> <p>It would be too costly for me to leave the Navy right now.</p> <p>I feel that I have too few options to consider leaving the Navy now.</p>

The final scale consists of 14 items, grouped into three subscales: Affective Commitment Scale (ACS), Value Similarity Scale (VSS), and Continuance Commitment Scale (CCS). Each of the three Commitment subscale scores is defined as the mean of the subscale items; and the overall Commitment Scale score is defined as the mean of the three subscale scores.

Commitment Scale and Subscale Reliabilities

Table 58 presents the alpha coefficients for the Commitment Scale and subscale scores for the RTC and "A"/Apprentice School Graduate Surveys. All subscale alphas for both surveys ranged from .77 to .89.

Table 58
Commitment Scale and subscale reliabilities

Commitment Scale and Subscale Scores	Alpha Coefficients	
	RTC Graduates	"A"/Apprentice School Graduates
Overall Navy Commitment Scale	.85	.88
Navy Affective Commitment Subscale	.82	.81
Navy Value Similarity Subscale	.83	.89
Navy Continuance Commitment Subscale	.77	.81

Commitment Scale Descriptives and Intercorrelations

Table 59 presents the *ns*, means, and standard deviations for the overall commitment scale and the three subscales. For the total score and all subscale scores, the means and standard deviations are slightly lower for "A"/Apprentice School than for RTC graduates. This suggests that those who have graduated from "A"/Apprentice Schools are less likely to be committed to the Navy than those who have graduated from RTC.

Table 59
Commitment Scale and subscale score descriptives

Commitment Scale and Subscale Scores	RTC Graduates			"A"/Apprentice School Graduates		
	n	M ^a	SD	n	M ^a	SD
Overall Commitment Scale	30,538	3.96	.60	9,314	3.72	.67
Affective Commitment Subscale (ACS)	31,411	3.92	.81	9,628	3.59	.86
Value Similarity Subscale (VSS)	31,135	4.26	.55	9,579	4.02	.70
Continuance Commitment Subscale (CCS)	31,493	3.71	1.01	9,745	3.54	1.02

^aScores were recoded as follows: 5 = Strongly agree, 4 = Agree, 3 = Neither agree nor disagree, 2 = Disagree, 1 = Strongly disagree.

Table 60 presents the intercorrelations of the commitment scale scores for the RTC graduates. The three commitment scales are significantly correlated. The Affective and Value Similarity Scale score correlation is moderately high ($r = .659$), indicating that these two scale scores are not independent of each other. The Continuance Commitment

Scale score correlation with the Affective Commitment Scale score is .173; and the Continuance Commitment Scale score correlation with the Value Similarity Scale score is .306. While the correlations of the Continuance Commitment Scale score with the Affective Commitment and Value Similarity Scale scores are significant ($p < .01$), these are relatively low and thus indicate that the Continuance Commitment Scale is somewhat independent from the other two scale scores.

Table 60
Intercorrelations of Commitment Scale scores

Intercorrelations	RTC Graduates (n = 30,538–31,108)			
	NACS	NVSS	NCCS	Overall
Affective Commitment Subscale (ACS)	-	.659**	.173**	.755**
Value Similarity Subscale (VSS)		-	.306**	.780**
Continuance Commitment Subscale (CCS)			-	.739**
Overall Commitment Scale				-

**p < 0.01, two-tailed.

Single Item Navy Value Similarity Scale Scores

In addition to the above commitment items, both the RTC Graduate and the “A”/Apprentice School Graduate Surveys contained an overall item, which asked, *As you see it now, how well do your personal values match those of the Navy?* Response alternatives for these items were recoded as follows:

- 5 = Extremely well
- 4 = Very well
- 3 = Unsure
- 2 = Poorly
- 1 = Not at all

Figure 16 presents the percentages of RTC and “A”/Apprentice School graduates who reported that their values matched those of the Navy very well or extremely well, were unsure, and poorly or not at all.

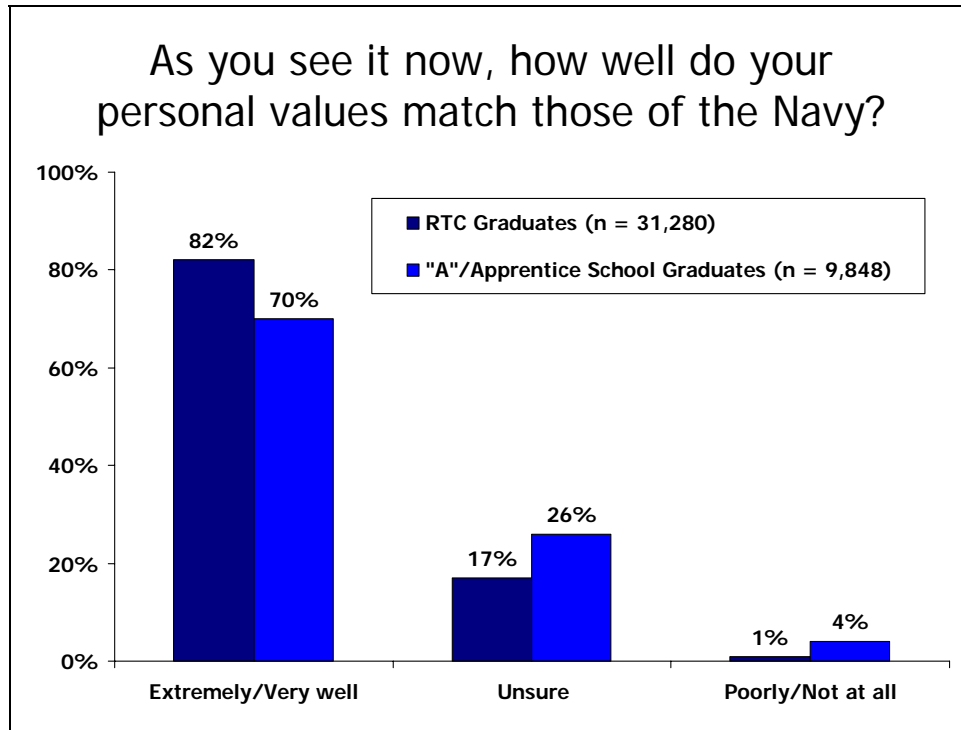


Figure 16. Extent to which Sailors' values matched those of the Navy.

As shown, RTC graduates are more likely to report that their values match those of the Navy extremely or very well (82% RTC graduates; 70% "A"/Apprentice School graduates). The mean single-item value similarity score was slightly lower for the "A"/Apprentice School graduates ($M = 3.81$, $n = 9,848$, $SD = .79$) than for the RTC graduates ($M = 4.03$, $n = 31,280$, $SD = .69$). However, both the "A"/Apprentice School and RTC graduates' ratings indicate that respondents perceived that their personal values matched those of the Navy very well.

Correlations of Value Similarity Scale and Single Item Scores

The correlation between the Value Similarity Scale score and the single-item Value Similarity score was .602 ($p < .01$) for the RTC graduates and .666 ($p < .01$) for the "A"/Apprentice School graduates. Correlations between the Affective Commitment Scale score and the single-item Value Similarity score were .476 and .516 respectively (both $p < .01$) for the RTC and "A"/Apprentice School graduates. Consistent with the intercorrelations among the Commitment Scale scores, lower correlations were found between the single-item Value Similarity score and the Navy Continuance Commitment Scale score for both samples (RTC graduates: $r = .149$, $p < .01$; "A"/Apprentice School graduates: $r = .254$, $p < .01$).

Modification of the Ways of Coping Checklist and Findings

The current study's pretest included a Modified Ways of Coping Checklist (WCCL) developed by Vitaliano et al. (1985). The 42-item scale factored into the same 5 factors as found by Vitaliano et al., but 10 items that did not perform well in the pretest (factor loadings below .30 and scattered across the primary factors) were eliminated.

The New Sailor Survey included the 32 WCCL items identified in the pretest. In this survey, recruits were asked, *Which of the following [ways of coping] have you used when you were in a VERY stressful situation?* They responded using a 5-point, Likert-type scale, recoded as follows:

5 = Always use

4 = Usually use

3 = Use most of the time

2 = Seldom use

1 = Never use

In the present study, new recruit responses ($n = 40,734$) to these 32 items were re-examined via factor analysis. Several criteria were used to identify items for inclusion in the five factors developed by Vitaliano et al. (1985). Initially, 25 items were selected for inclusion in the factor on which they had the highest factor loading if the loading was .5 or above and did not load heavily on any other factor. Three items (*Tried to forget the whole thing*, *Slept more than usual*, and *Went on as if nothing happened*), which had the highest factor loadings on the Avoidance scale but also loaded heavily on the Wishful Thinking scale, were assigned to the factor on which their loadings were the highest (i.e., Avoidance) and in accord with prior research by Vitaliano et al. (1985). Re-examination of the five remaining items resulted in the following adjustments to the pretest factor structure:

- *Bargained or compromised to get something from the situation* was eliminated because its highest factor loading was .294.
- *Kept my feelings to myself* was eliminated because its factor loadings were below .5 and it loaded on multiple factors.
- *Felt bad that I couldn't avoid the problem* was eliminated because its highest loading was on the Wishful Thinking scale, but it also loaded on the Blame and Avoidance scales.
- Two items (*Talked to someone to find out about the situation* and *Asked someone I respected for advice and followed it*) had the highest loadings on the Problem-Focused scale and the second highest loadings on the Seeks Social Support scale. Consistent with their content and prior research by Vitaliano et al. (1985), these items were assigned to the Seeking Social Support scale.

The final Modified WCCL Scale and subscale items and their score formulas are shown in Table 61.

Table 61
Modified WCCL Scale and subscale items

<p>Seeking Support = (Sum of items)/3</p> <ul style="list-style-type: none"> ▪ Talked with someone to find out about the situation. ▪ Asked someone I respected for advice and followed it. ▪ Talked with someone about how I was feeling. 	<p>Blaming Self = (Sum of items)/3</p> <ul style="list-style-type: none"> ▪ Blamed myself. ▪ Criticized or lectured myself. ▪ Realized I brought the problem on myself.
<p>Wishful Thinking = (Sum of items)/5</p> <ul style="list-style-type: none"> ▪ Hoped a miracle would happen. ▪ Wished I was a stronger person—more optimistic and hopeful. ▪ Wished that I could change what had happened. ▪ Imagined or daydreamed of a better time or place than the one I was in. ▪ Wished the situation would go away or somehow be finished. 	<p>Avoidance = (Sum of items)/6</p> <ul style="list-style-type: none"> ▪ Went on as if nothing happened. ▪ Slept more than usual. ▪ Tried to forget the whole thing. Tried to make myself feel better by eating, drinking, smoking, or taking medication. ▪ Avoided being with people in general. ▪ Kept others from knowing how bad things were.
<p style="text-align: center;">Problem-Focused = (Sum of items)/12</p> <ul style="list-style-type: none"> ▪ Concentrated on something good that could come out of the whole thing. ▪ Made a plan of action and followed it. ▪ Changed something so that things would turn out all right. ▪ Came up with a couple of solutions to the problem. ▪ Changed or grew as a person in a good way. ▪ Came out of the experience better than when I went in. 	<ul style="list-style-type: none"> ▪ I know what had to be done so I doubled my efforts and tried harder to make things work. ▪ Accepted my strong feelings but didn't let them interfere with other things too much. ▪ Changed something about myself so I could deal with the situation better. ▪ Just took things one step at a time. ▪ Tried not to act too hastily or follow my own hunch. ▪ Stood my ground and fought for what I wanted.

The Modified WCCL Scale consists of 29 items, grouped into 5 subscales: Problem-Focused, Avoidance, Wishful Thinking, Blaming Self, and Seeking Support. With the exception of the items that were eliminated, the modified scale item content is consistent with those developed by Vitaliano et al. (1985). The five subscale scores were defined as the mean of the subscale items.

Modified WCCL Scale and Subscale Reliabilities

Table 62 presents the alpha coefficients for the Modified WCCL scale and subscale scores for the New Sailor Survey. The overall Modified WCCL scale score alpha was .89. All subscale alphas ranged from .82 to .89, with the exception of the Seeking Support subscale, where the alpha coefficient was considerably lower ($\alpha = .62$).

Table 62
Modified WCCL subscale reliabilities

Modified WCCL Subscales	Alpha Coefficients for New Sailor Survey
Problem-Focused Subscale	.89
Avoidance Subscale	.83
Wishful Thinking Subscale	.86
Blaming Self Subscale	.82
Seeking Support Subscale	.62

Modified WCCL Scale Descriptives and Intercorrelations

Table 63 presents the *ns*, means, and standard deviations for the Modified WCCL subscale scores. The subscale means range from a low of 2.22 to a high of 4.02. These mean subscale scores indicate that new recruits reported that they usually use Problem-Focused and Seeking Support stress coping strategies; they use Wishful Thinking and Blaming Self strategies most of the time; and they seldom use Avoidance strategies.

Table 63
Modified WCCL subscale score descriptives

Modified Ways of Coping Subscale Scores	New Recruits		
	n	M ^a	SD
Problem-Focused Subscale	44,136	4.02	.58
Avoidance Subscale	43,496	2.22	.83
Wishful Thinking Subscale	43,919	2.82	1.02
Blaming Self Subscale	44,476	3.00	.98
Seeking Support Subscale	44,129	3.85	.74

^aScores were recoded follows 5 = Always use, 4 = Usually use, 3 = Use most of the time, 2 = Seldom use, 1 = Never use.

Table 64 presents intercorrelations of the Modified WCCL scale scores for new recruits. Three subscales (Avoidance, Wishful Thinking, and Blaming Self) are highly related with intercorrelations ranging from .419 to .638 ($p < .01$), as are the other two subscales (Problem-Focused and Seeking Support) ($r = .560$, $p < .01$). Correlations between these two sets of subscales, while significant, are lower suggesting that these subscales measure independent constructs. That is, those who use Problem-Focused and Seeking Support approaches to handling stress may be less likely to use Avoidance, Wishful Thinking, and Blaming Self approaches in stressful situations.

Table 64
Modified WCCL subscale score intercorrelations

Modified WCCL Subscale Scores	New Recruits (n = 42,520–43,601)				
	Problem-Focused	Avoidance	Wishful Thinking	Blaming Self	Seeking Support
Problem-Focused Subscale	-	-.030**	.068**	.196**	.560**
Avoidance Subscale		-	.638**	.419**	-.001
Wishful Thinking Subscale			-	.490**	.138**
Blaming Self Subscale				-	.176**
Seeking Support Subscale					-

**p < 0.01, two-tailed.

Single Item Navy Stress Measure

In addition to the above Modified WCCL items that were only included in the New Sailor Survey, the RTC Graduate, “A”/Apprentice School, and Exit Surveys contained an overall stress measure, which asked, *During Recruit training/“A”/Apprentice school/recent training, my overall level of stress was*. Response alternatives for these items were recoded as follows:

5 = Very high

4 = High

3 = Moderate

2 = Low

1 = Very low

Figure 17 presents the percentages of RTC and “A”/Apprentice School graduates and those exiting the Navy who reported that their overall level of stress was *very high/high*, *moderate*, and *low/very low*. The primary difference is that those exiting the Navy are much more likely to report high levels of stress during training compared to RTC and “A”/Apprentice School graduates.

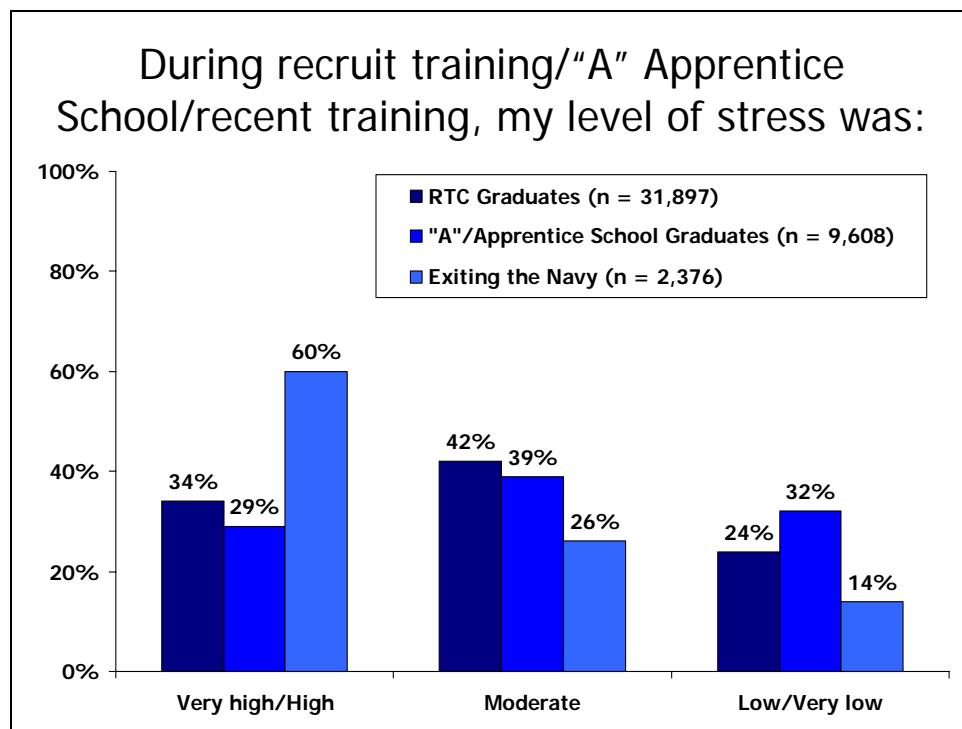


Figure 17. Comparison of overall stress experienced by graduates and those exiting the Navy.

The mean single-item stress scores were higher for the Exit Survey respondents ($M = 3.77$, $SD = 1.15$) than for the RTC graduates ($M = 3.11$, $SD = 1.03$) or the “A”/Apprentice School graduates ($M = 3.07$, $SD = 1.09$). This suggests that those exiting the Navy experienced higher overall levels of stress during training than did RTC and “A”/Apprentice School graduates.

Cross-Sectional Analysis Findings: Training Effectiveness or Outcome Measures

This study produced a number of training effectiveness or outcome measures. The primary outcome measures related to success in training are: graduation and attrition from RTC; changes in knowledge, skills, and abilities (KSAs); and success in “A”/Apprentice School. Secondary training effectiveness or outcome measures assessed respondents’ attitudes towards the Navy as a career. These secondary outcome measures include: intentions towards the Navy as a career, importance of completing their current enlistment, Navy as their best career choice, morale, and willingness to recommend the Navy to a friend or family member. Findings from the cross-sectional analysis for each of these measures are described below.

RTC Graduation and Attrition

The primary goal of this study is to identify factors that affect attrition during the Sailors’ first term in the Navy. Given this, the ultimate measure of success in the First Watch Study is defined as whether or not recruits complete their first term of enlistment. At the end of the first year of the study, however, the primary measure of success was defined as graduation/attrition from RTC. To calculate this measure, all of the survey records, which included social security numbers (SSNs) were matched to official records at RTC to determine if the recruit had graduated or attrited from RTC. A secondary measure of first-term success was defined as whether or not the Sailor graduated from “A”/Apprentice School. This measure was calculated from the survey data by coding those who completed the “A”/Apprentice Schools Grad Survey as having graduated and those who answered in the Exit Survey that they were separating from “A”/Apprentice School as having attrited from “A”/Apprentice School.

As shown in Figure 18, about nine-tenths (90.6%) of the survey respondents who provided their SSNs graduated from RTC and almost one-tenth (9.4%) attrited prior to RTC graduation. Of those completing the “A”/Apprentice Schools Grad Survey or indicating in the Exit Survey that they were separating from “A”/Apprentice School, almost all (99.6%) graduated from “A”/Apprentice School and less than one-half of one percent (0.4%) were separating from “A”/Apprentice School.

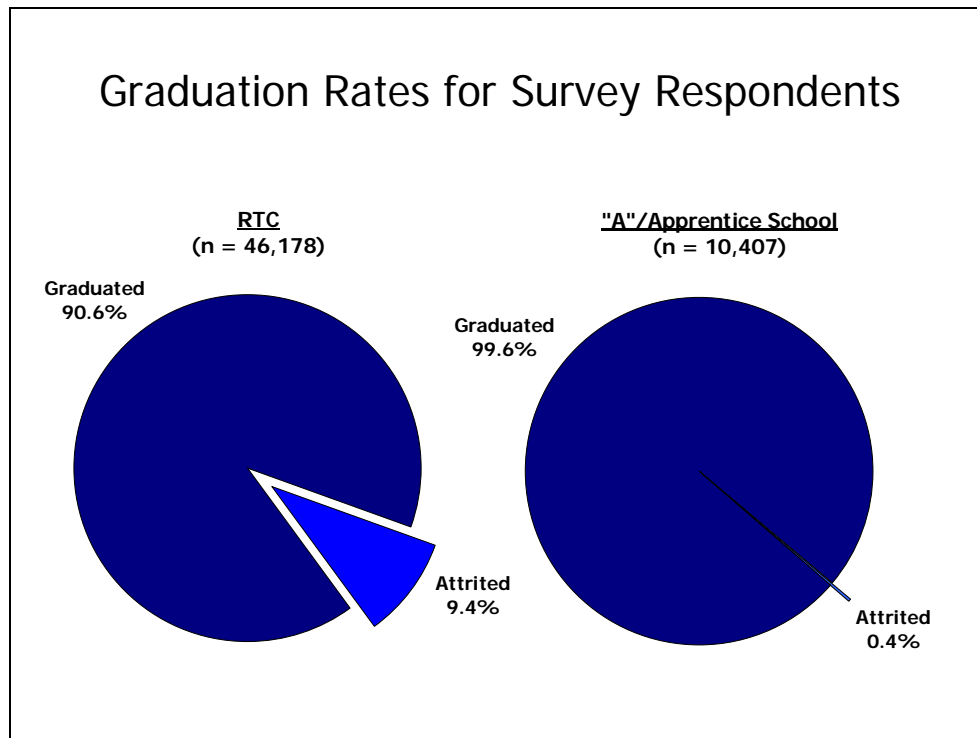


Figure 18. Graduation and attrition rates for survey respondents.

Related to the graduation and attrition measure was the percentage of those completing the Exit Survey who were exiting from RTC or "A"/Apprentice School: 98.7 percent of the Exit Surveys were completed by recruits exiting from RTC, and 1.3 percent were completed by Sailors exiting from "A"/Apprentice School. This finding supports data that show most of attrition during the first year of Sailors' careers occurs during RTC.

Changes in Knowledge, Skills, and Abilities (KSAs)

RTC and "A"/Apprentice School graduates and those exiting the Navy were asked to assess their change in KSAs in a number of areas. The question posed was, *Compared to before you started boot camp/"A"/Apprentice School, would you say each of these areas has improved, stayed the same, or become worse?* The response alternatives included *improved, stayed the same, became worse, and not applicable*. (*Not applicable* was not an option in the "A"/Apprentice Schools Grad Survey and was eliminated from this analysis.) Responses to this question, rank ordered by the percent of RTC graduates who reported that their KSAs had improved, are presented in Table 65. As shown, 71-90% of RTC graduates reported improvements in their military bearing, ability to succeed in the Navy, level of self-discipline, level of physical fitness, and motivation; 60-68% reported improvements in their level of self-confidence and ability to cope with stress; and about one-half reported improvement in their ability to lead and manage financial affairs. "A"/Apprentice School graduates were less positive about their improvement, except that two-thirds reported that they had improved their ability to succeed in the Navy. Almost three-fifths reported they had improved their

motivation. Improvement in the remaining areas was reported by only one-third to slightly over one-half of the “A”/Apprentice School graduates. Over three-fifths of those exiting the Navy reported improvement in their military bearing and level of self-discipline; in other areas, only between one-third and two-fifths reported improvement.

Table 65
Percentage whose KSAs improved, stayed the same, or became worse

KSA Areas	RTC Graduates (n = 31,075–32,200)			“A”/Apprentice School Graduates (n = 9,842–9,875)			Exiting the Navy (n = 2,018–2,343)		
	Imp %	Stayed Same %	Became Worse %	Im p %	Stayed Same %	Became Worse %	Imp %	Stayed Same %	Became Worse %
Your military bearing	89	10	1	48	45	7	61	29	9
Ability to succeed in Navy	84	15	1	66	32	2	31	37	32
Level of self discipline	77	22	1	54	43	3	63	32	5
Your level of physical fitness	73	17	10	47	39	14	41	46	13
Your motivation	71	26	3	57	37	6	46	35	20
Level of self-confidence	68	29	3	55	42	3	42	38	20
Ability to cope with stress	60	36	4	45	48	7	33	38	29
Ability to lead	55	43	2	47	51	2	38	51	10
Ability to manage financial affairs	49	49	3	38	52	10	31	63	6
Your study habits				51	45	3			

Note. Imp = Improved.

Very small percentages (7% or fewer) of RTC and “A”/Apprentice School graduates reported that their KSAs became worse in most of the areas listed; however, about one-tenth of RTC and “A”/Apprentice School graduates as well as those exiting the Navy reported that their level of physical fitness became worse. In addition, one-tenth of “A”/Apprentice School graduates reported that their ability to manage financial affairs became worse.

In contrast to the graduates, those exiting the Navy reported that their KSAs became worse in a number of areas. Not surprisingly, about one-third of those exiting the Navy reported becoming worse in their ability to succeed in the Navy and to cope with stress. Another one-fifth reported worsening motivation and self-confidence; and one-tenth reported worsening military bearing and ability to lead.

Most striking were the large percentages of RTC graduates (10–49%), “A”/Apprentice School graduates (32–52%), and those exiting the Navy (29–63%) who indicated that their KSAs had stayed the same in all areas.

Separate factor analyses of the items assessing the change in KSAs for RTC graduates, “A”/Apprentice School graduates, and those exiting the Navy resulted in a single factor, which respectively explained 29%, 37%, and 46% of the variance in the items and had alpha coefficients of .75, .83, and .87. Given these results, a single KSA Change Score was defined by recoding the responses as 3 = Improved, 2 = Stayed the same, and 1 = Became worse; and calculating the mean of the item scores.

Table 66 presents the *ns*, means, and standard deviations for the individual items and overall KSA Change Scores for RTC graduates, “A”/Apprentice School graduates, and those exiting from the Navy.

Table 66
Descriptive statistics of items measuring reported changes in KSAs

KSA Areas	RTC Graduates			“A”/Apprentice School Graduates			Exiting the Navy		
	n	M ^a	SD	n	M ^a	SD	n	M ^a	SD
Your military bearing	32,063	2.89	.33	9,862	2.41	.62	2,224	2.52	.66
Ability to succeed in Navy	31,636	2.83	.40	9,842	2.64	.52	2,018	1.99	.79
Level of self discipline	32,200	2.77	.43	9,857	2.51	.55	2,343	2.59	.58
Your motivation	32,117	2.68	.53	9,843	2.51	.61	2,308	2.26	.77
Level of self-confidence	32,171	2.65	.54	9,873	2.52	.56	2,329	2.22	.75
Your level of physical fitness	32,182	2.63	.66	9,875	2.33	.71	2,294	2.28	.68
Ability to cope with stress	32,063	2.56	.56	9,857	2.39	.60	2,295	2.04	.79
Ability to lead	31,884	2.52	.54	9,853	2.45	.54	2,250	2.28	.64
Ability to manage financial affairs	31,075	2.46	.55	9,848	2.28	.64	2,154	2.24	.56
Your study habits				9,858	2.48	.56			
Summary Descriptive Statistics				n	M^a		SD		
RTC Graduates scale score				29,944	2.68		.30		
“A”/Apprentice School Graduates scale score				9,734	2.45		.38		
Exiting the Navy scale score				1,736	2.31		.49		

Note. Scores were calculated only for those with complete data.

^aScores were recoded as follows: 3 = Improved, 2 = Stayed the same, 1 = Became worse.

As shown, the RTC graduates ($M = 2.68$, $SD = .30$) and “A”/Apprentice School graduates ($M = 2.45$, $SD = .38$) tended to rate themselves, on average, slightly higher than those exiting the Navy ($M = 2.31$, $SD = .49$). That is, those who graduated from RTC and “A”/Apprentice School are more likely to rate their KSAs as somewhere between *improved* and *stayed the same*; and those exiting training prior to graduating are more likely to rate their KSAs as closer to *about the same as when they entered RTC*.

Success in “A”/Apprentice School

“A”/Apprentice School graduates were asked, *How successful were you in “A”/Apprentice School?* Two-fifths (37%) reported that they did better than most; slightly over one-half (56%) reported that they did about the same as most; and less than one-tenth (7%) reported that they did not do as well as most.

Intentions towards a Navy Career

New recruits, RTC graduates, and “A”/Apprentice School graduates were asked, *What are your Navy Career intentions?* Response alternatives were as follows:

- *To leave the Navy as soon as possible without completing my enlistment.* This alternative was only included in the New Sailor Survey.
- *To complete training in a trade or skill, then leave the Navy before my enlistment is completed.* This response was included in the New Sailor and RTC Graduate Surveys, but the phrase, *before my enlistment is completed*, was not included in the “A”/Apprentice Schools Grad Survey.
- *To complete my enlistment, then leave the Navy.* This response was in the New Sailor Survey. The term “enlistment” was replaced by “enlisted obligation” in the RTC Graduate Survey and by “initial obligation” in “A”/Apprentice Schools Grad Survey.
- *To make the Navy a career (20 years or more).*
- *I am not sure of my plans.*

Figure 19 shows Navy career intentions for the new recruits, RTC graduates, and “A”/Apprentice School graduates. Since virtually no new recruits said they intended to leave the Navy as soon as possible without completing their enlistment, this response was not included in Figure 20. As shown, almost one-half (44–49%) of the respondents are not sure of their plans. Virtually none of the new recruits or RTC graduates said they intended to complete training in a trade or skill, then leave the Navy before completing their enlistment; and about one-tenth of the “A”/Apprentice School graduates said that they intended to complete training in a trade or skill, then leave the Navy. Between 16 and 20 percent of new recruits and RTC and “A”/Apprentice School graduates said they intended to complete their enlistment and then leave the Navy. Two-fifths of new recruits, almost one-third of RTC graduates, and about one-fourth of “A”/Apprentice School graduates said they plan to make the Navy a career. In summary, almost one-half

of the respondents are unsure of their plans, but in general new recruits are more positive about making the Navy a career than are RTC and “A”/Apprentice School graduates.

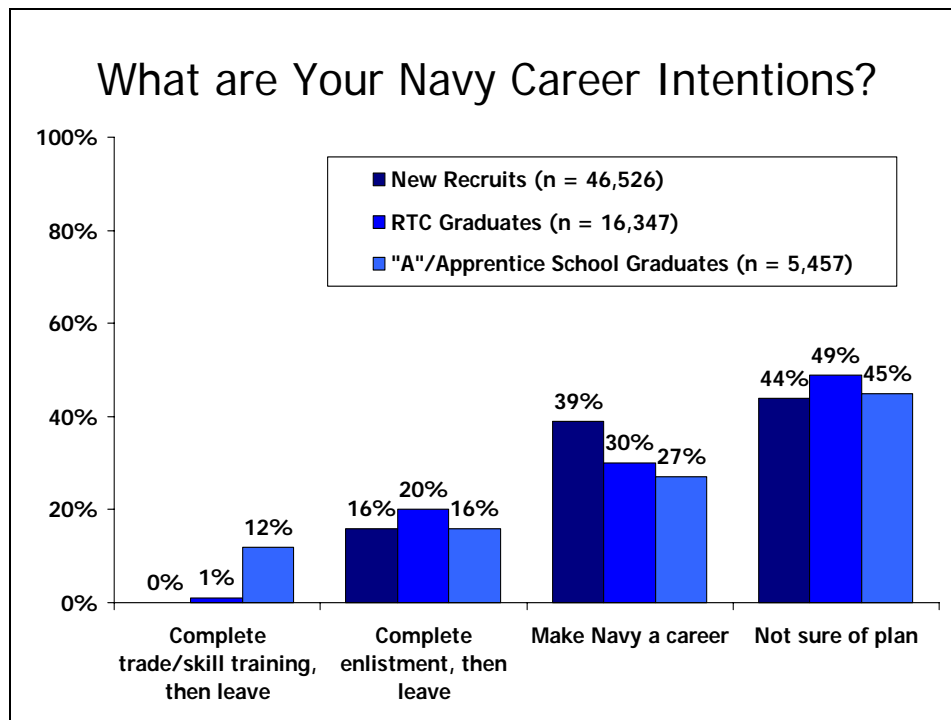


Figure 19. Navy career intentions of new recruits and graduates.

Navy as the Best Career Choice

Another indicator of respondents' career intentions is the percentage who agreed that *The Navy is my best career choice*. As shown in Figure 20, new recruits were most likely (92%) to agree with this statement; RTC graduates were the next most likely (81%); and “A”/Apprentice School graduates were the least likely to agree (73%).

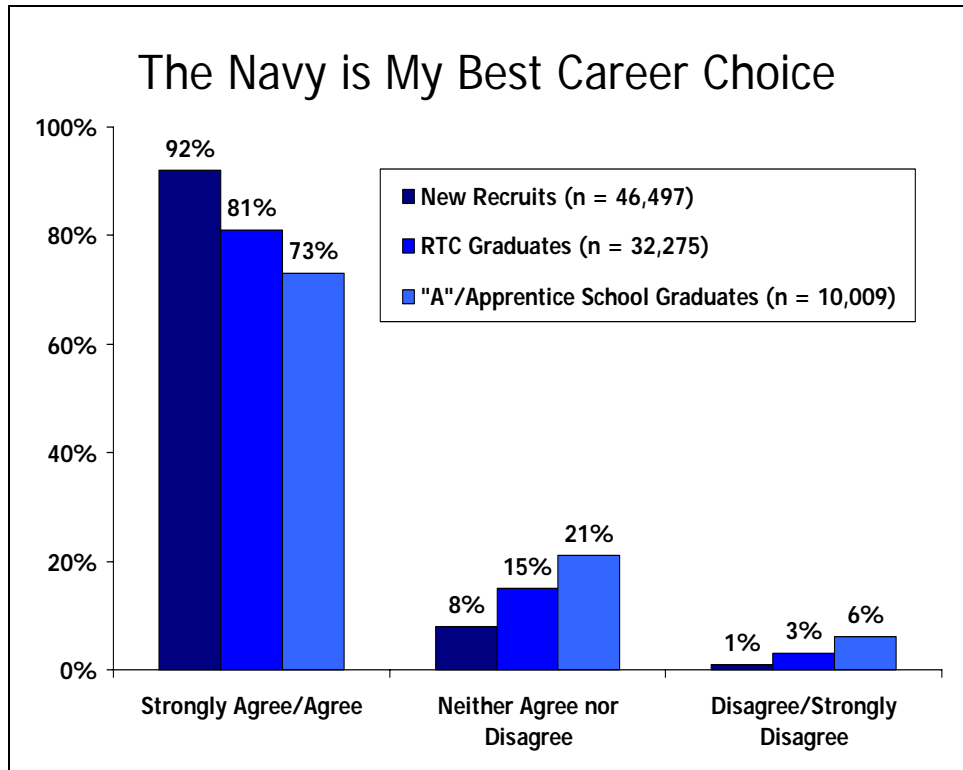


Figure 20. Percentage who agree/disagree that the Navy is their best career choice.

Motivation to Complete Enlistment

New recruits, RTC graduates, and "A"/Apprentice School graduates were asked, *How important to you is it that you complete your current enlistment?* Responses to this question included: *Extremely important*, *Very important*, *Moderately important*, *Slightly important*, and *Not at all important*. Figure 22 shows that recruits and graduates are highly motivated to complete their enlistment: over nine-tenths indicated that it is extremely or very important to them that they complete their current enlistment; and 3 percent or less indicated that it was only slightly or not at all important. Figure 21 also shows that, as recruits go through the Navy program, their motivation to finish their enlistment may lessen to a slight extent, with 98 percent of new recruits, 95 percent of RTC graduates, and 90 percent of "A"/Apprentice School graduates indicating that it is extremely or very important for them to complete their enlistment.

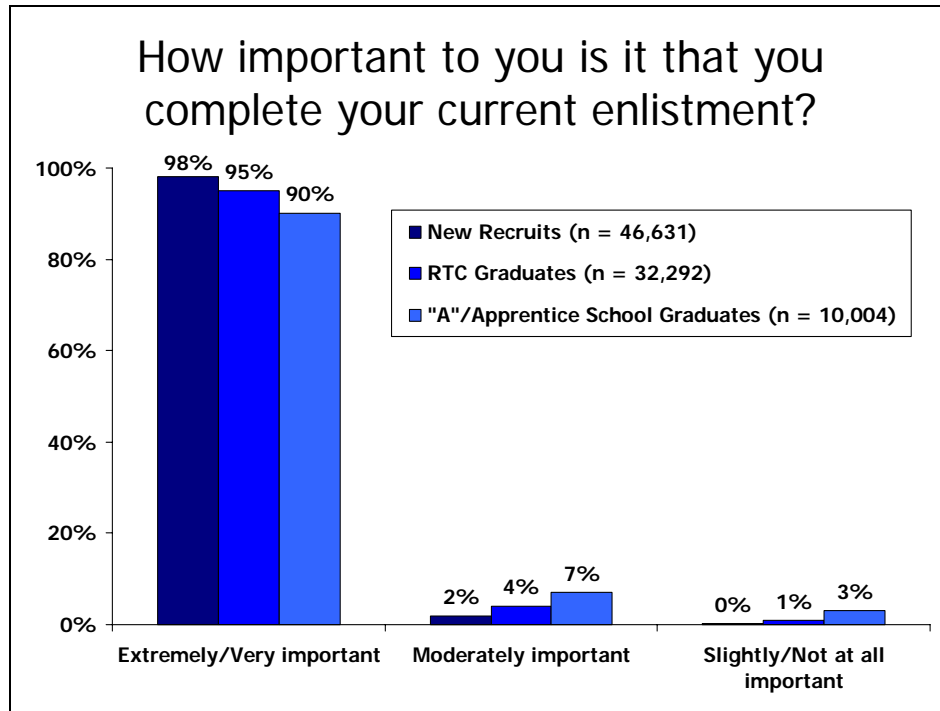


Figure 21. Importance of completing current enlistment.

Trainee Morale

The survey asked RTC graduates, "A"/Apprentice School graduates, and those exiting the Navy to rate their overall level of morale during RTC, "A"/Apprentice School, or in training in general. Figure 22 shows their responses. As expected, RTC and "A"/Apprentice School graduates are much more likely than those exiting the Navy to rate their overall morale level during training as *very high* or *high*. That is, almost three-fifths of the graduates compared to slightly over one-third of those exiting the Navy rated their morale as *very high* or *high*; whereas only 6–7% of the graduates compared to one-fourth of those exiting the Navy rated their morale as *low* or *very low*. One-third of the graduates and those exiting the Navy rated their morale as *moderate*.

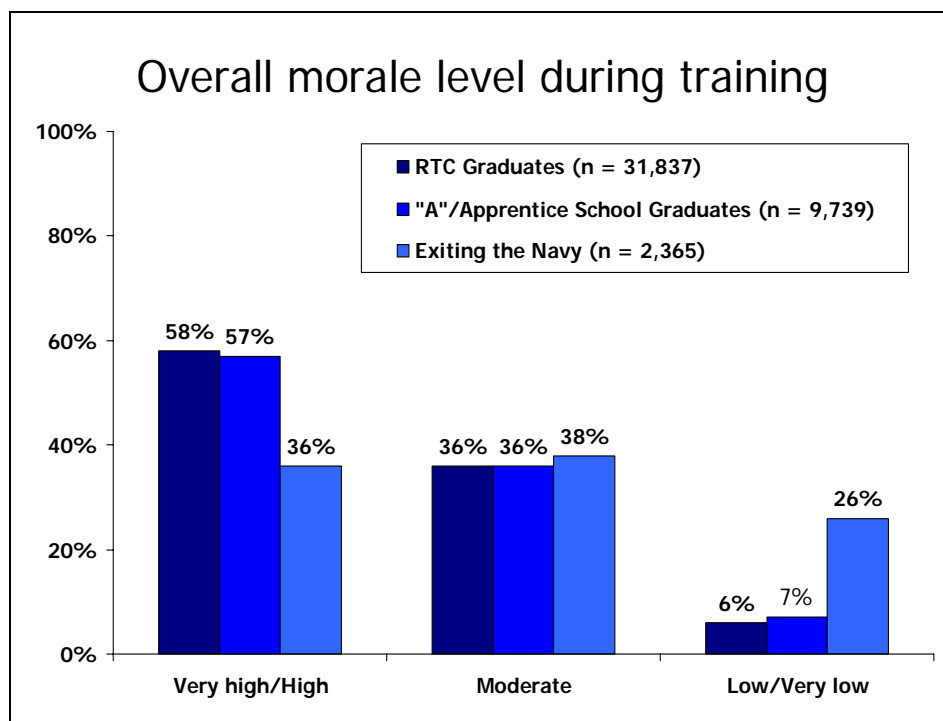


Figure 22. Overall morale level during Navy training.

Recommendations of Navy to Friends and Family

The overall attitude of respondents to the Navy is reflected in their agreement or disagreement with the statement, *I would recommend the Navy to a friend or family member*. Figure 23 shows the percentages of new recruits and RTC and "A"/Apprentice School graduates who indicated that they agreed or disagreed with this statement. As shown, nine-tenths of new recruits and four-fifths of RTC graduates agreed they would recommend the Navy to a friend or family member. This is in stark comparison to only one-half of "A"/Apprentice School graduates. Also, 5 percent or fewer of the new recruits and RTC graduates disagreed or strongly disagreed with this statement, compared to about one-fifth of "A"/Apprentice School graduates. In summary, new recruits are very positive about the Navy as they enter; after successfully completing the 8-week RTC Training, most Sailors were still very positive about the Navy; however, "A"/Apprentice School graduates appear to be less positive, more ambivalent, and more negative about the Navy than either new recruits or RTC graduates.

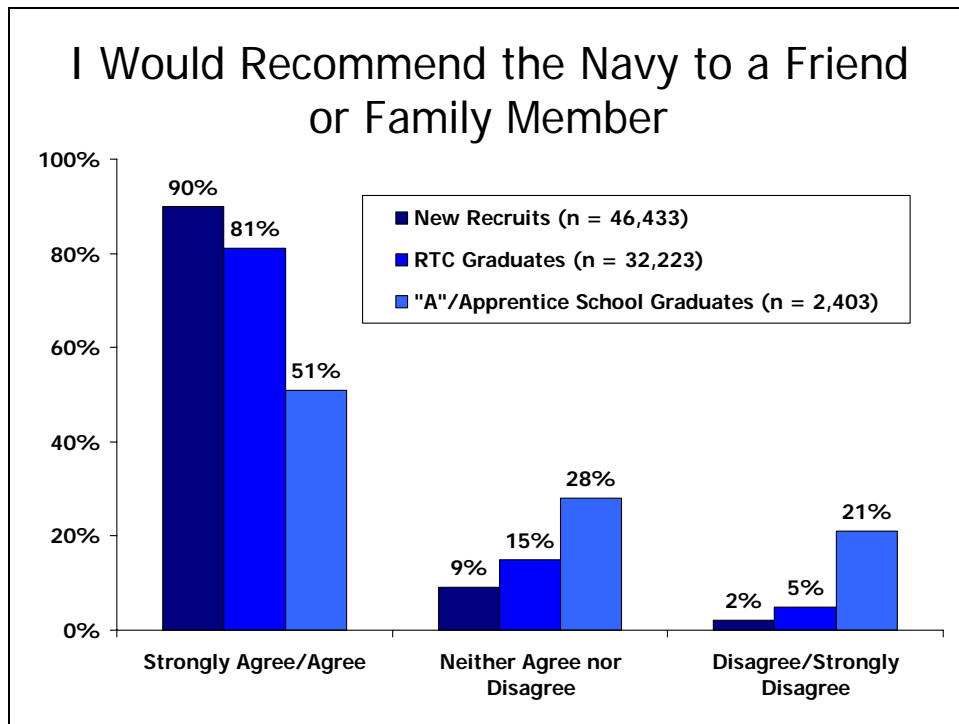


Figure 23. Percentage who would recommend the Navy to a friend or family member.

Longitudinal Analysis Findings

In addition to the cross-sectional analysis described previously, a longitudinal analysis was undertaken. This longitudinal analysis was based on a sample of recruits/Sailors who had complete data as of the end of the 8-week RTC boot camp. This means that they had completed the New Sailor Survey and either the RTC Graduate Survey or the Exit Survey. The purpose of this analysis was to further examine the relationship of the background and predictor data to the training effectiveness or outcome variables.

The longitudinal analysis focused on the relationship of the background and other predictor measures to the training effectiveness or outcome measures. These analyses are summarized below for the two primary outcome measures: graduation/attrition from RTC, and changes in KSAs.

In preparation for the correlational analysis, each variable that was assessed separately in both the RTC Graduate Survey and the Exit Survey was coded into a single composite variable. Background, ways of coping, and other variables that were only assessed in the New Sailor Survey did not need to be recoded. In addition, all responses were recoded prior to the correlation analysis so that a high score is more positive than a low score. *It should be noted that many of the lower level correlations are significant due to the large sample size. Given this caveat, these findings should be interpreted with caution.*

Longitudinal Sample Selection

The longitudinal sample tracked recruits from the time they entered boot camp (RTC) until they either graduated or attrited from RTC. This sample was developed by selecting all of those who had completed the New Sailor Survey and the RTC Graduate Survey, or the New Sailor Survey and the Exit Survey. This sample was limited to the extent that the respondents must have provided their SSNs on both surveys, so that their data could be matched. Because SSNs were available for this sample, their data included the official RTC disposition code, indicating whether they had graduated from RTC or had attrited before graduating from RTC.

The longitudinal sample included 24,122 recruits. Of these, 22,547 (93.5%) had completed both the New Sailor and the RTC Graduate Survey, and 1,575 (6.5%) had completed both the New Sailor and the Exit Survey. This compares favorably with official Navy data showing that about 9 percent of those entering the Navy fail to graduate from RTC.

Demographics

Table 67 shows a breakout of the longitudinal sample by gender, race/ethnicity, marital status, children, and education level.

Table 67
Longitudinal sample: Demographics

New Recruits (n = 24,122)	% Yes	New Recruits (n = 24,122)	% Yes
Gender		Marital Status	
Male	83	Married	6
Female	17		
Race/Ethnicity^a		Children	
Spanish or Hispanic descent	16	Yes	7
White	68		
Black	17	Highest Education Level Completed	
Asian	5	11 th grade or less	6
Native American	5	12 th grade	73
Other	11	1 year of college/technical school	19
		Bachelors degree or above	2

^a Numbers do not total to 100% because recruits could check multiple responses.

As shown in Table 67, over four-fifths are male (83%) and one-fifth is female (17%). The majority is White (68%); about one-fifth (17%) is Black; and 5 percent is Asian or Native American.⁶ Almost all (94%) are unmarried (i.e., they are single, legally separated, divorced, or widowed); and less than one-tenth (6%) are married. Most (93%) do not have children under the age of 18; less than one-tenth (7%) have children. Less than one-tenth (6%) have completed the eleventh grade or lower, three-fourths (73%) have graduated from high-school, one-fifth have 1 or more years of college or technical school, and only 2 percent have earned a Bachelor's degree or higher. The gender, marital status, children, and education demographics of the longitudinal sample are very similar to the demographics of the cross-sectional sample, as are the percentages of recruits who are of different racial/ethnic backgrounds.

Table 68 describes the longitudinal samples' current paygrade and prior military and work experience.

Table 68
Longitudinal sample: Current paygrade and prior
military and work experience

	New Recruits (n = 24,122) % Yes
Current Paygrade	
E-1	52
E-2	29
E-3	19
E-4 or above	0
Prior Military	
Yes	2
Employment Before Navy^a	
Full-time job	36
Part-time job	42
Full-time student	12
Not employed	22

^a Numbers do not total to 100% because recruits could check multiple responses.

⁶ The race/ethnicity questions asked Sailors to check *All that apply*, so multiple responses were valid.

Similar to the cross-sectional sample, slightly over one-half (52%) of the longitudinal sample are E-1s, almost one-third (29%) are E-2s, and one-fifth are E-3s. Compared to the cross-sectional sample pay grade distribution, the overall pay grade of the longitudinal sample is slightly higher, with slightly higher percentages of E-3s, similar percentages of E-2s, and slightly lower percentages of E-1s.

Table 69 shows the percentage of the longitudinal sample who had done something for which they had been ASMO'ed since starting training, the number of times they had been ASMO'ed, and the reasons why. As shown, most of the RTC graduates (96%) had never been ASMO'ed. For the 4 percent who had been ASMO'ed, one-third had been ASMO'ed for academic reasons, one-tenth for medical or discipline reasons, and almost one-half for other reasons. For those exiting the Navy, about three-fifths (59%) had never been ASMO'ed. Of those who had been ASMO'ed, about two-thirds (67%) had been ASMO'ed for medical reasons, and one-fourth for reasons other than medical, academic, or discipline. Only 3 percent had been ASMO'ed for academic reasons and 5 percent for discipline reasons.

Table 69
Longitudinal sample: Number of times ASMO'ed and reasons why

	RTC Graduate %	Exiting the Navy %
Since training, have you done anything for which you were ASMO'ed?	(n = 21,989)	(n = 1,516)
No	96	59
Yes, once	4	35
Yes, 2-3 times	0	6
Yes, 4 or more times	0	1
Which was the reason for the ASMO?	(n = 825)	(n = 647)
Academic	32	3
Discipline	11	5
Medical	10	67
Other	47	25

Relationship of Background Information to Outcome Measures

Table 70 presents the correlations of key background information with the primary training effectiveness or outcome measures: graduation/attrition status and the summary KSA change score. To assist in the interpretation of these results, this and all

future tables will include the value codes of all variables used in the analysis. As was done with the cross-sectional analysis, all variables have been recoded so that a high value is a more positive response than a low value. As described below, many of these demographic variables are significantly related to graduation/attrition and perceived changes in KSAs; nevertheless, these correlations are very low and, therefore, do not explain a large percent of the variance in the outcome measures.

Table 70
Longitudinal sample: Correlations of background information with primary outcome measures

	Graduation/ Attrition Status ^a (n = 22,632– 22,845)	Mean KSA Change ^b (n = 21,908– 22,121)
Background Information		
Gender (1 = Male; 2 = Female)	-.044**	-.026**
Highest grade completed (10 or less years to Masters degree+)	.029**	-.066**
Racial/Ethnic Background (1 = Yes; 2 = No)		
Spanish or Hispanic descent	-.019**	-.032**
White	.003	.064**
Black	.018**	-.034**
Asian	-.031**	-.024**
Native American	.016*	.037**
Other race	-.012	-.032**
Marriage and Children (1 = Yes; 2 = No)		
Marital Status	-.014*	-.01
Children	-.014*	.009
Pay Grade		
Current pay grade (E-1 to E-5+)	.058**	-.071**
Prior Military/Work Experience (1 = Yes; 2 = No)		
Prior Military	-.007	-.016*
Full-time job before Navy	-.006	.013
Part-time job before Navy	-.020**	-.009
Full-time student before Navy	-.01	.027**
Not employed before Navy	.023**	-.005

^a Graduation/attrition status was calculated as follows: 1 = Graduated, 0 = Attrited.

^b Mean KSA Change was calculated as follows: 3 = Improved, 2 = Stayed the Same, 1 = Became Worse.

*p < 0.05, two-tailed.

**p < 0.01, two-tailed.

As shown in Table 70, those more likely to graduate are male, better educated, single, Hispanic or Asian, or have no children; and those more likely to attrite are female, less well educated, married, Black, or have children. Noticeably, having prior military experience or a full-time job prior to entering the Navy is not significantly related to graduation/attrition; however, those having a part-time job are more likely to graduate, and those who are not employed before entering the Navy are more likely to attrite.

Also shown in Table 70, many of the background variables are significantly related to respondents' perceptions of change in their KSAs since entering boot camp. Those more likely to perceive improvement in KSAs since boot camp are male, better educated, Spanish/Hispanic, Black, Asian, or full-time students; and those more likely to perceive their KSAs as staying the same or worsening are female, less well-educated, White, or Native American. Being married, a parent, or employed prior to entering the Navy is not related to changes in KSAs.

Relationship of Motives to Join, Expectations for Success, Recruitment, and Classification Measures to Outcome Measures

Motives to Join and Expectations for Success

Correlations of recruits' motives for joining the Navy and their expectations for success in boot camp with the primary outcome variables are low, but significant.

Motives to Join the Navy. Table 71 presents the correlations of recruits' motives for joining the Navy with the primary training effectiveness or outcome measures. Those more likely to graduate tended to join the Navy for challenging and interesting work and for travel and new experiences; those more likely to attrite tended to join because they wanted to get away from family or personal situations, the military was a family tradition, their parents or boy/girlfriend encouraged them, or their friends joined the Navy. Others more likely to attrite tended to join the Navy for reasons related to economics, such as few or no civilian jobs available, Navy pay, medical/dental benefits, and family benefits.

Table 71
Longitudinal sample: Correlations of motives to join the Navy with primary outcome measures

Reasons for Joining the Navy (5 = Very great extent to 1 = Not at all)	Graduation/Attrition Status^a (n = 12,839– 22,845)^c	Mean KSA Change^b (n = 12,447– 22,121)^c
Get away from family or personal situations	-.030**	-.012
Get away from hometown	-.014	.030**
Time to figure out what I want to do	-.016*	.072**
Wanted a break from school	.002	-.024**
Wanted to test myself in a demanding situation	.016*	.069**
Challenging or interesting work	.031**	.089**
Travel and new experiences	.023**	.108**
Always wanted to be in the Navy	-.006	.097**
Military tradition in my family	-.027**	.049**
Parents encouraged me to join	-.031**	.081**
My friends joined the Navy	-.026**	.046**
Desire to serve my country	.002	.112**
Few or no civilian jobs available	-.057**	.017*
Navy pay	-.025**	.101**
Medical or dental benefits	-.023**	.097**
Family benefits	-.027**	.113**
Retirement pay and benefits	-.007	.110**
Security and stability of a Navy job	-.014*	.138**
Opportunity to work in specific occupation	.004	.120**
Training in skills useful for civilian employment	.01	.111**
Education benefits	.012	.099**
Personal growth	.008	.140**
Aggression against the United States	-.013	.037**
My spouse boyfriend or girlfriend encouraged me	-.053**	.055**

^a Graduation/attrition status was calculated as follows: 1 = Graduated, 0 = Attrited.

^b Mean KSA Change was calculated as follows: 3 = Improved, 2 = Stayed the Same, 1 = Became Worse.

^c Fewer respondents answered the boy/girlfriend item.

*p < 0.05, two-tailed.

**p < 0.01, two-tailed.

The correlations of reasons to join the Navy with change in KSAs are slightly higher than the correlations with graduation/attrition. Those who joined the Navy for challenging and interesting work and for travel and new experiences, as well as for numerous other reasons, such as family military tradition, always wanted to be in the Navy, and various economic reasons, are more likely to perceive that their KSAs have improved. In addition, those who joined to serve their country, aggression against the United States, for the opportunity to work in specific occupation, training in skills useful for civilian employment, and education benefits are more likely to perceive positive changes in their KSAs compared to those who did not join for these reasons. The only negative correlation with KSAs was found for those who wanted a break from school; that is, those who wanted a break from school were more likely to perceive that their KSAs had become worse compared to those who did not join for this reason.

Expectations for Success in Boot Camp. There is a positive correlation ($r = .057$, $p < .01$) between recruits' expectations for success in boot camp and graduation/attrition. Those who thought that they would succeed in boot camp are more likely to graduate; those who thought they would not succeed are more likely to attrite. However, the correlation ($r = .007$) of recruits' expectations for success in boot camp and their perceived changes in KSAs as a function of training was not significant.

Relationship of Social Support, Training Experiences and Expectations, and Reasons for Leaving with Outcome Measures

Social Support

Table 72 presents the correlations of respondents' social support for their career in the Navy with graduation/attrition status and the summary KSA change score. As shown, those with more support from RDCs, Chaplains, fellow recruits, and their family (i.e., spouse, girl/boyfriend, and other relatives/friends) were more likely to graduate, and those with less support were more likely to attrite. Similar results are shown for the change in KSAs. Those with more social support from all sources were more likely to report that their KSAs have improved; and those with less social support were more likely to report that their KSAs stayed the same or became worse.

In a related item, those who reported that important people in their lives would be disappointed to a very great or great extent if they were to drop out before completing their enlistment were more likely to graduate compared to those who reported that important people would be disappointed to a lesser extent.

Table 72
Longitudinal sample: Correlation of social support measures with primary outcome measures

People who influenced Navy career decision (5 = Very great extent to 1 = Not at all)	Graduation/Attrition Status ^a (n = 4,988–22,845) ^c	Mean KSA Change ^b (n = 4,909–22,121) ^c
RDC	.247**	.305**
Chaplains	.216**	.268**
Fellow Recruits/Classmates	.076**	.246**
Spouse	.286**	.245**
Girl/Boyfriend	.243**	.212**
Parents	.278**	.226**
Other Relatives/Friends	.262**	.227**
Important people would be disappointed if I dropped out before enlistment (5 = Strongly agree to 1 = Strongly disagree)	.023**	.115**

^a Graduation/attrition status was calculated as follows: 1 = Graduated, 0 = Attrited.

^b Mean KSA Change was calculated as follows: 3 = Improved, 2 = Stayed the Same, 1 = Became Worse.

^c *ns* vary based on the number of respondents who answered each pair of items.

**p < 0.01, two-tailed.

Training Experiences Related to Harassment, Discrimination, and Unfair Treatment

Table 73 presents correlations of respondents' training experiences with graduation/attrition status and the KSA change score. *It should be noted that very small percentages of the respondents reported that they had experienced sexual harassment, sexual discrimination, racial/ethnic discrimination, and other forms of discrimination and unfair treatment. Therefore, the correlations presented in Table 74 should be interpreted with caution.*

Table 73
Longitudinal sample: Correlations of training experiences with primary outcome measures

Type of Harassment/Discrimination (1 = Yes, 2 = No)	Graduation/Attrition Status ^a (n = 22,845)		Mean KSA Change ^b (n = 22,121)	
	r	n	r	n
Sexual Harassment				
By RDCs	.037**	77	.036**	74
By RTC Staff	.032**	37	.013*	34
By Fellow Recruits	.009	410	.040**	388
By Galley Staff	.001	83	.007	70
Sexual Discrimination				
By RDCs	.020**	211	.049**	197
By RTC Staff	.014*	65	.027**	60
By Fellow Recruits	.009	360	.035**	349
By Galley Staff	.002	49	.014*	46
Racial/Ethnic Discrimination				
By RDCs	.028**	570	.044**	530
By RTC Staff	.040**	156	.030**	141
By Fellow Recruits	-.033**	2,274	.032**	2,190
By Galley Staff	.008	124	.011	119
Other Discrimination or Unfairness				
Age Discrimination	.009	614	.032**	570
Unfair Recognition	-.026**	3,594	.075**	3,433
Harassment during Fast Cruise	-.002	368	.020**	351
Unfair Military Justice System	.040**	901	.076**	833

^a Graduation/attrition status was calculated as follows: 1 = Graduated, 0 = Attrited.

^b Mean KSA Change was calculated as follows: 3 = Improved, 2 = Stayed the Same, 1 = Became Worse.

*p < 0.05, two-tailed.

**p < 0.01, two-tailed.

While these correlations are significant, all are low. Nevertheless, these findings suggest that sexual harassment, sexual discrimination, racial/ethnic discrimination, as well as unfair recognition and unfair Military Justice System are related to graduation/attrition and changes in KSAs. That is, those who experienced harassment, discrimination, and unfair treatment are less likely to graduate and are more likely to attrite than those who had not had these experiences. Likewise, those who experienced

harassment, discrimination, and unfair treatment are less likely to report that their KSAs had improved and more likely to report that their KSAs had become worse than are those who had not had these experiences.

Amount of Sleep during Training

The number of hours of sleep that recruits get in boot camp was found to be significantly related to graduation/attrition from RTC and to perceived changes in KSAs. As shown in Table 74, those who reported getting 7–8 hours of sleep per night, on average, are more likely to graduate and to report that their KSAs improved compared to those who got far less hours of sleep. These correlations (i.e., relating sleep to graduation/attrition and changes in KSA), while relatively low, are considerably higher than the correlations relating other predictors to the same outcome measures.

Table 74
Longitudinal sample: Correlations of training experiences with primary outcome measures

Sleep During Training	Graduation/Attrition Status^a (n = 20,873–22,040)	Mean KSA Change^b (n = 20,469–21,360)
Hours of sleep per night (1–2 to 7–8)	.310**	.160**
Got at least 7 hours of sleep every night (5 = Strongly agree to 1 = Strongly disagree)	.155**	.169**

^a Graduation/attrition status was calculated as follows: 1 = Graduated, 0 = Attrited.

^b Mean KSA Change was calculated as follows: 3 = Improved, 2 = Stayed the Same, 1 = Became Worse.

**p < 0.01, two-tailed.

Training Expectations

The correlations are significant between how well Navy life compares with recruits' expectations and graduation/attrition ($r = .167$, $p < .01$) and changes in KSAs ($r = .336$, $p < .01$) (Table 75). Those who find Navy life compares more favorably with their expectations are more likely to graduate; and those who find Navy life compares less favorably with their expectations are more likely to attrite. Similar to the graduation/attrition correlations but somewhat higher, correlations with changes in KSAs indicated that those who find Navy life compares more favorably with their expectations are more likely to perceive that their KSAs had improved; and those who find Navy life compares less favorably with their expectations are more likely to perceive that their KSAs became worse.

Table 75
Longitudinal sample: Correlations of expectations with primary outcome measures

Expectations for Navy Life	Graduation/Attrition Status^a (n = 21,008–22,845)	Mean KSA Change^b (n = 20,512–22,121)
How Navy life compared with Expectations (5 = Far better than expected to 1 = Far worse than expected)	.167**	.336**

^aGraduation/attrition status was calculated as follows: 1 = Graduated, 0 = Attrited.

^bMean KSA Change was calculated as follows: 3 = Improved, 2 = Stayed the Same, 1 = Became Worse.

**p < 0.01, two-tailed.

Relationship of Measures Developed or Modified for this Study and Outcome Measures

Navy P-O Fit Scale Scores

Table 76 presents the correlations of the Navy P-O Fit Scale scores with the graduation/attrition and change in KSA measures. Three of the six Navy P-O Fit Scale scores (Leadership/Decision-making, Teamwork, and Personal Job Initiative) significantly but weakly relate to graduation/attrition at the $p < .01$ level. The Military Bearing/Character, Quality of Work, and Respect for Others Scale scores are not significantly related to these two outcome variables. In addition, the single-item Overall Effectiveness measure is significantly related to the two outcome variables. In contrast, all of the Navy P-O Fit Scale scores as well as the Navy Overall Effectiveness measure are significantly related to the change in KSA score.

Table 76
Longitudinal sample: Correlations of the Navy P-O Fit and effectiveness with outcome measures

Navy P-O Fit Scale Scores (5 = Always to 1 = Never Use)	Graduation/Attrition	
	Status ^a (n = 21,031–22,845)	Mean KSA Change ^b (n = 20,420–22,121)
Military Bearing/Character	.012	.099**
Quality of Work	.009	.076**
Leadership/Decision-making	.015*	.086**
Respect for Others	.01	.139**
Teamwork	.032**	.102**
Personal Job Initiative	.019**	.070**
Mean Scores	.021**	.117**
Total Navy Overall Effectiveness Self-rating (5 = Far better than the average recruit/student to 1 = Far worse)		
	.197**	.178**

^a Graduation/attrition status was calculated as follows: 1 = Graduated, 0 = Attrited.

^b Mean KSA Change was calculated as follows: 3 = Improved, 2 = Stayed the Same, 1 = Became Worse.

*p < 0.05, two-tailed.

**p < 0.01, two-tailed.

Commitment to the Navy

The Exit from Training Survey did not include the Commitment Scale items or the single-item asking how well their values matched those of the Navy. However, in the New Sailor survey, recruits who later attrited from RTC were asked the question, *How easy would it be for you to find civilian jobs equivalent to the Navy?* As shown in Table 77, there was a positive correlation between the item assessing the ease with which recruits felt they could find civilian jobs equal to the Navy and graduation/attrition. The harder recruits felt it would be to find civilian jobs equal to the Navy, the more likely they were to graduate; and the easier they felt it would be to find equivalent civilian jobs, the more likely they were to attrite.

Table 77
Longitudinal sample: Correlations of Navy Commitment Scale scores with outcome measures

	Graduation/Attrition Status ^a (n = 20,201– 22,845)	Mean KSA Change ^b (n = 19,962– 22,121)
Commitment Scale Scores (5 = Strongly Agree to 1 = Strongly Disagree)		
Affective Commitment Score		.359**
Value Similarity Score		.445**
Continuance Commitment Score		.223**
Total Commitment Scale Score mean		.430**
How well personal values match Navy (5 = Extremely Well to 3 = Unsure to 1 = Not at All)		.261**
Easy to find civilian jobs equal to the Navy (1 = Easy to Find to 5 = Hard to Find)	.136**	.199**

Note. Commitment Scale items were not appropriate for attrites.

^a Graduation/attrition status was calculated as follows: 1 = Graduated, 0 = Attrited.

^b Mean KSA Change was calculated as follows: 3 = Improved, 2 = Stayed the Same, 1 = Became Worse.

**p < 0.01, two-tailed.

Both the overall commitment scale scores and the two individual commitment items are significantly related to the change in KSA score. Those with higher Affective, Value Similarity, and Continuance Commitment scale scores are more likely to report that their KSAs improved; those with lower commitment scores are more likely to report that their KSAs stayed the same or became worse. Likewise, the closer the values of the recruits are to those of the Navy, the more likely they are to perceive an improvement in their KSAs; and the further apart their values are from those of the Navy, the less likely they are to report that their KSAs have improved. Also, those who feel that it would be hard to find civilian jobs equal to the Navy are more likely to say their KSAs have improved; and those who feel that it would be easy to find equivalent civilian jobs are less likely to report improvements in their KSAs.

Modified WCCL and Other Stress Items

The correlations of the Modified WCCL scale scores and other stress items with the two primary outcome measures are presented in Table 78. Of the five Modified WCCL scale scores, three (Avoidance, Wishful Thinking, and Blaming Self) are significantly related (but at a low level) to the graduation/attrition measure; and four (Problem-Focused, Avoidance, Wishful Thinking, and Seeking Support) are related to the change in KSA score. Among these correlations, the highest is for Seeking Support and the change in KSA scores ($r = .129$, $p < .01$). These findings suggest that more successful

recruits, defined as graduating from RTC and improving their KSAs, are slightly less likely to use Avoidance, Wishful Thinking, and Blaming Self strategies to deal with stress.

Table 78
Longitudinal sample: Correlations of Modified WCCL with outcome measures

	Graduation/ Attrition Status ^a (n = 20,370– 22,845)	Mean KSA Change ^b (n = 19,770– 22,121)
Modified WCCL Scores		
Problem-Focused (5 = Always to 1 = Never Use)	.001	.096**
Avoidance (1 = Always to 5 = Never Use)	.063**	.019**
Wishful Thinking (1 = Always to 5 = Never Use)	.056**	-.035**
Blaming Self (1 = Always to 5 = Never Use)	.022**	.000
Seeking Support (5 = Always to 1 = Never Use)	.006	.129**
Level of Stress during training (5 = Very low to 1 = Very high)	.172**	.098**

^a Graduation/attrition status was calculated as follows: 1 = Graduated, 0 = Attrited.

^b Mean KSA Change was calculated as follows: 3 = Improved, 2 = Stayed the Same, 1 = Became Worse.

**p < 0.01, two-tailed.

The single item measuring the overall level of stress recruits experienced during RTC is significantly related to both outcome measures, with a slightly stronger relationship with graduation/attrition than with the change in KSA score. Despite these low level correlations, these data support the hypothesis that recruits who experience lower levels of stress during RTC are more likely to graduate and to report improved KSAs compared to those who experience higher levels of stress.

Summary of Findings and Conclusion

Summary of Findings during the First Year of the Study

The First Watch on the First Term of Enlistment Study is a 5-year project that involves a comprehensive view of the Sailors' background and demographics, as well as recruitment, classification, and training experiences throughout their first term. The primary objectives are to identify and understand the root causes of, and to reduce, unwanted attrition and to improve retention during the first term of enlistment.

Most of the attrition in the first year occurs during RTC; almost no attrition occurs during "A"/Apprentice School. Therefore, this summary describes the samples for which data were collected, starting with new recruits' arrival at RTC through their graduation from RTC or exiting the Navy prior to graduating from RTC.

Samples

Data were collected on a cohort of approximately 50,000 recruits at four points: (1) on the first day of in-processing (New Sailor Survey); (2) upon graduation from RTC (RTC Graduate Survey); (3) upon graduation from "A"/Apprentice School ("A"/Apprentice Schools Grad Survey); and (4) upon leaving the Navy prior to completion of RTC or "A"/Apprentice School (Exit from Training Survey). The total cross-sectional sample of all respondents to the 4 surveys consists of 63,404 records in the database. Data were combined into a single record across all of the surveys for respondents who provided their SSNs; data for those who did not provide SSNs were included as a separate record for each completed survey. This database includes 47,764 New Sailor Surveys, 33,644 RTC Graduate Surveys, 10,376 "A"/Apprentice Schools Grad Surveys, and 2,597 Exit Surveys.

A longitudinal sample was also compiled in order to further examine the relationship of the background and predictor data to the training effectiveness or outcome variables. This database consisted of recruits who had complete data as of the end of the 8-week RTC boot camp (i.e., they had completed the New Sailor Survey and either the RTC Graduate Survey or the Exit from Training Survey). This sample includes 24,122 individuals; of these, 22,547 (93.5%) had completed the New Sailor and the RTC Graduate Surveys, and 1,575 (6.5%) had completed the New Sailor and the Exit Surveys. This 6.5 percent attrition rate from RTC is slightly lower than the official Navy attrition rate of about 9 percent.

Background Information

A number of demographic variables are significantly, but weakly, related to graduation/attrition status (Figure 24).

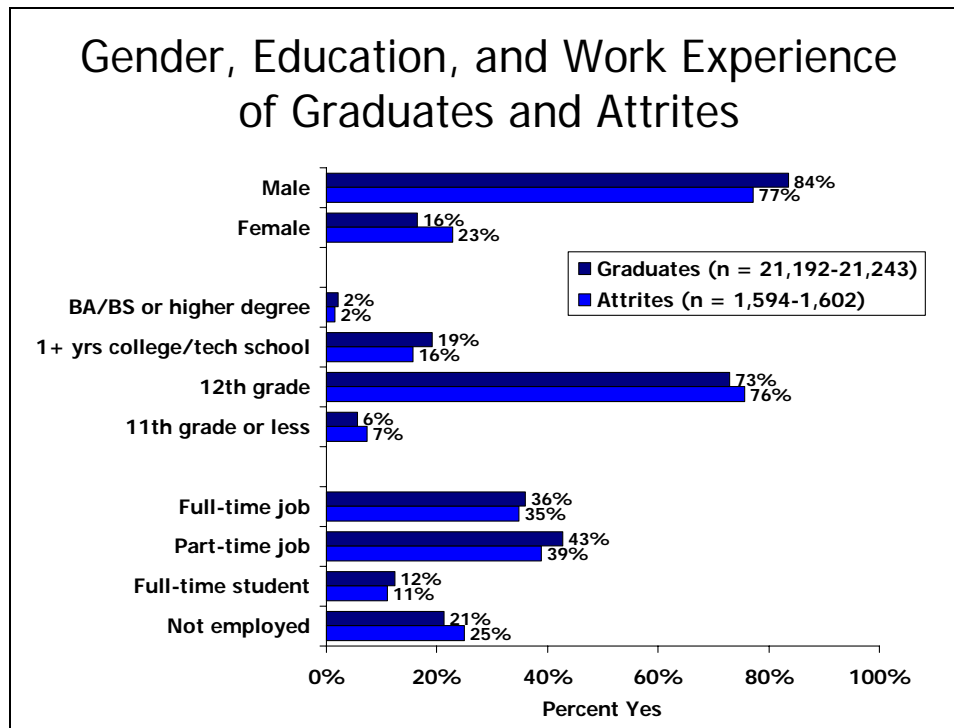


Figure 24. Gender, education, and work experience of graduates and attrites.

The strongest relationships are with gender, education level, and work experience. As shown, those more likely to graduate from RTC are male, have a higher education level, or have had part-time jobs prior to entering the Navy; and those more likely to attrite are female, have less education, or were previously not employed. Other demographic variables significantly related to graduation/attrition are race/ethnicity, marital status, and the presence/absence of children. Graduates are more likely to be Hispanic, Asian, single, or have no children under the age of 18; and attrites are more likely to be Black, married, or have children.

Expectations and Motivations

Recruits' motivations for joining the Navy and their expectations of success in boot camp are positively related to graduation/attrition (Figure 25). Graduates were more likely to join the Navy for travel and new experiences and for challenging and interesting work. Attrites were more likely to join because they wanted to get away from family or personal situations; the military was a family tradition; their parents, spouse, or boy/girlfriend encouraged them to join; or their friends joined the Navy. Attrites also were more likely to join for Navy pay and benefits or because there were few or no civilian jobs available. When they arrived at RTC as new recruits, graduates were more likely than attrites to believe that they would be successful in boot camp.

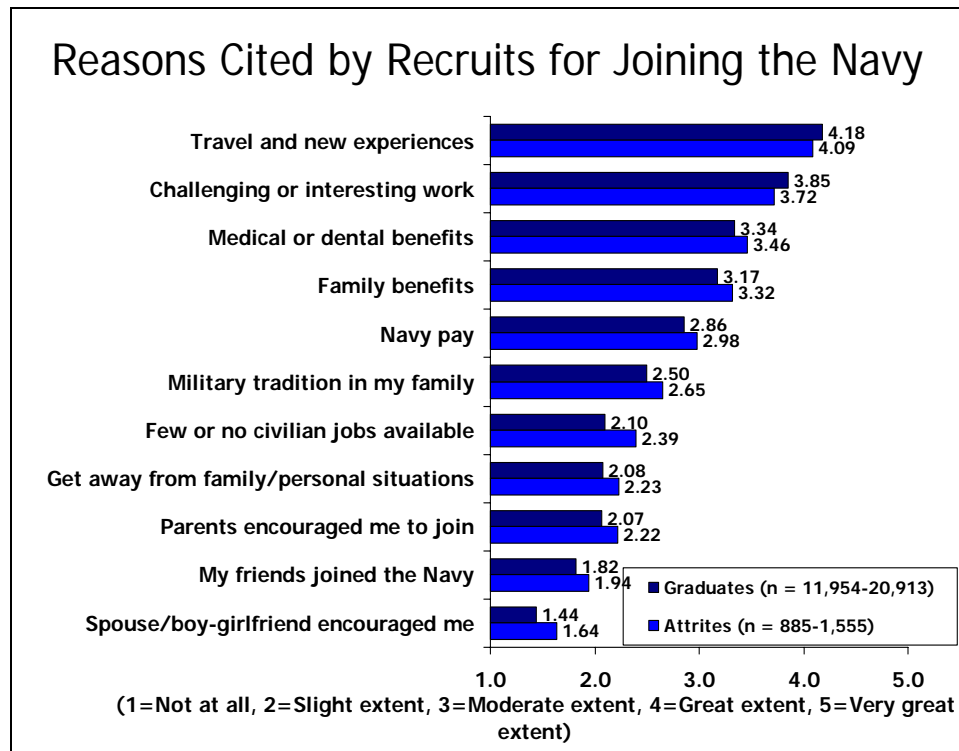


Figure 25. Graduates' and attrites' reasons for joining the Navy.

Social Support for Completing Training

Support from others for recruits to complete their enlistment is positively related to their success in training as measured by graduation/attrition from RTC (Figure 26). Graduates were more likely than attrites to report that they had support from RDCs, fellow recruits, and their family.

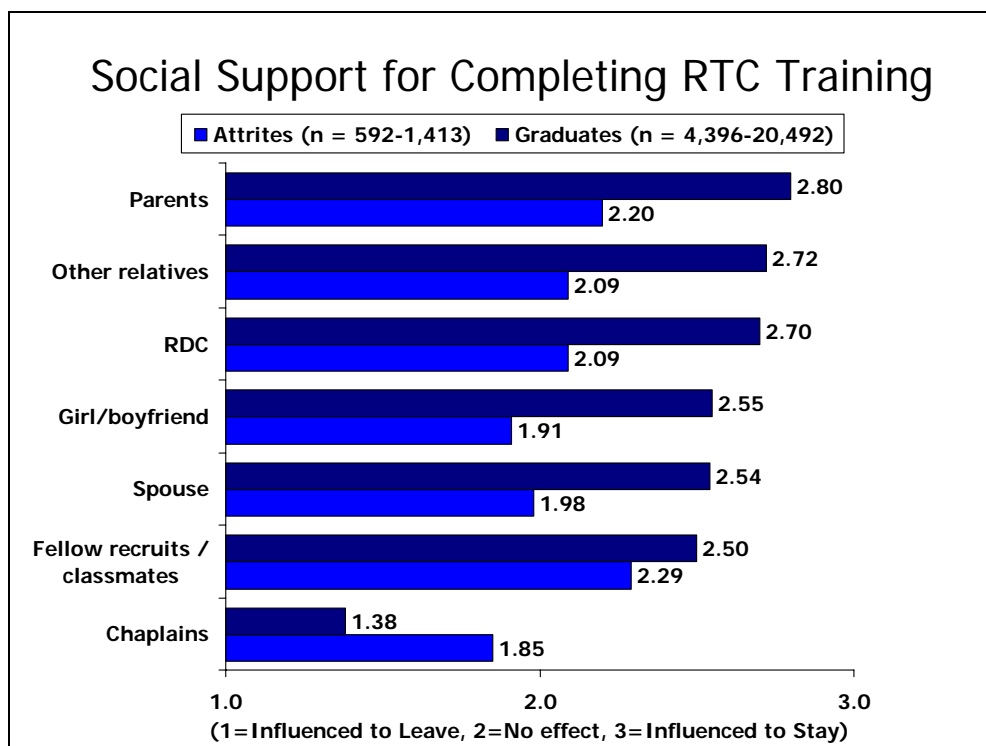


Figure 26. Sources influencing recruits to complete their RTC training.

Training Experiences

The extent to which recruits identified different areas as problems in their training and the extent to which those problems were related to graduation/attrition from RTC was examined. Although the percentages identifying problems is relatively small, graduates are less likely than attrites to feel that harassment, discrimination, and unfair treatment are problems within their training.

Problems Experienced in Training. Very small percentages of graduates and attrites reported that they felt sexual harassment and sexual discrimination were problems in training. About 2 percent of graduates and attrites (1.8% of graduates, 2.2% of attrites) identified as problems sexual harassment from fellow recruits, and 1 percent or less identified as problems sexual harassment from RDCs, RTC staff, and galley staff. Likewise, about 2 percent of graduates and attrites (1.5% graduates, 2.0% attrites) identified sexual discrimination from fellow recruits, and less than 2 percent identified sexual discrimination from RDCs, RTC staff, and galley staff as problems.

Compared to sexual harassment and discrimination, the percentages of graduates and attrites who identified racial/ethnic and age discrimination as problems were slightly higher. Those who felt that racial/ethnic discrimination was a problem from fellow recruits included 6 percent of graduates and 10 percent of attrites; those who felt that racial/ethnic discrimination was a problem from RDCs included 2 percent of graduates and 4 percent of attrites; and less than 2 percent of graduates and attrites identified racial/ethnic discrimination from RTC and galley staff as a problem. Small percentages (3%) of graduates and attrites felt that age discrimination was a problem.

Larger percentages felt that unfair treatment was a problem. This includes 16 percent of graduates and 12 percent of attrites who felt unfair recognition was a problem, and 4 percent of graduates and 7 percent of attrites who felt unfair administration of the Military Justice System was a problem.

Hours of Sleep during RTC. Much stronger relationships were found between the number of hours of sleep that recruits got during boot camp and graduation/attrition from RTC (Figure 27). As shown, graduates were much more likely to report getting 7–8 hours of sleep per night, on average, than were attrites; and attrites were much more likely than graduates to report getting as little as 1 to 4 hours of sleep per night.

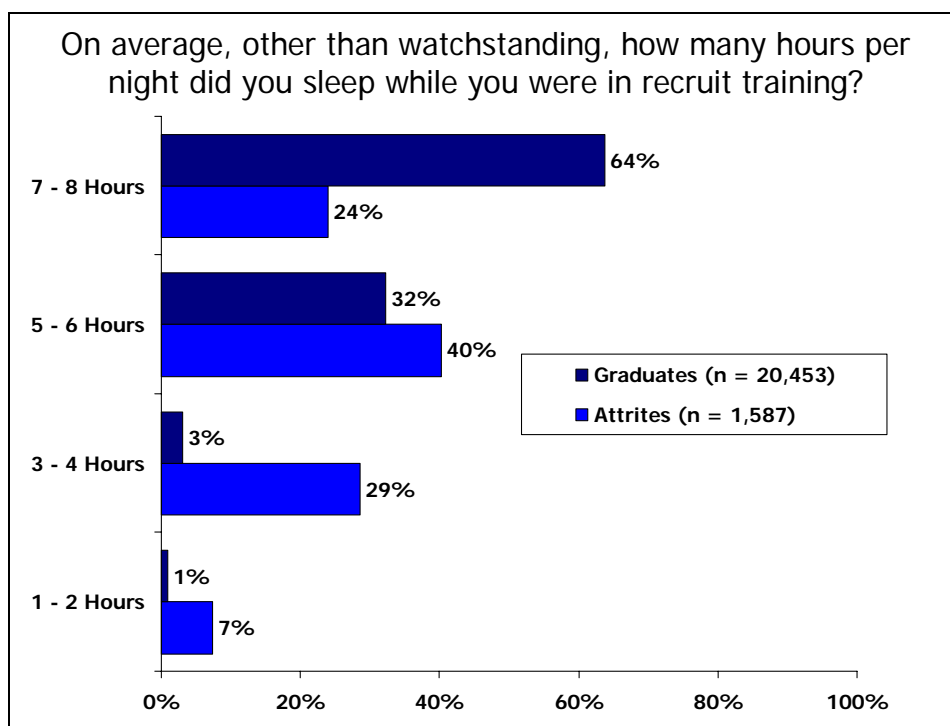


Figure 27. Percentages who reported getting different amounts of sleep in RTC.

The extent to which recruits' expectations of Navy life were met differed for graduates and attrites (Figure 28). Much larger percentages of graduates than attrites reported that Navy life was somewhat or much better than expected. In contrast, much larger percentages of attrites than graduates reported that Navy life was somewhat worse or much worse than expected.

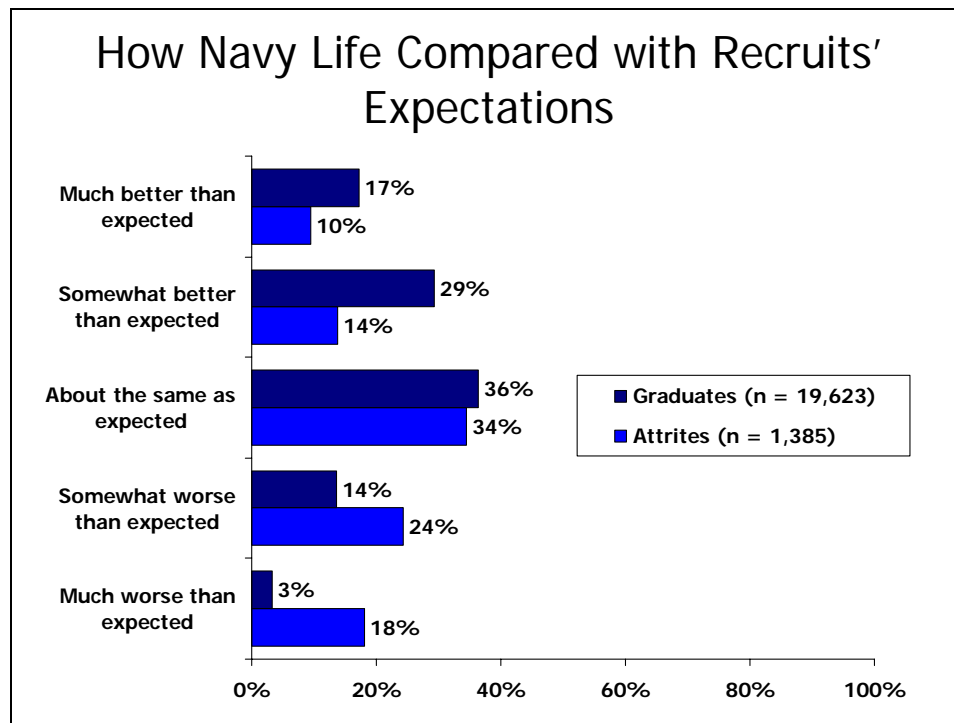


Figure 28. Graduate and attrite comparisons of expectations with Navy life.

Measures Developed or Modified for This Study

Two of the three measures developed or modified for this study (i.e., Navy P-O Fit and Modified Ways of Coping Scales) were also found to be significantly related to graduation/attrition from RTC. (The commitment scale was not appropriate for this analysis since new recruits and those exiting the Navy did not answer these items.)

Navy P-O Fit Scale. Figure 29 compares the mean Navy P-O Fit scale scores for graduates and attrites. As shown, the range of the means was very narrow, with all of the mean ratings being between *usually true of me* and *always true of me*. The overall Navy P-O Fit mean score and the Teamwork and Personal Job Initiative subscale scores were significantly different, with slightly higher mean scores for graduates than attrites. The mean Quality of Work, Military Bearing/Character, and Respect for Others subscale scores were not significantly different for graduates and attrites. In addition, the single-item overall effectiveness self-rating measure (not shown) was significantly higher for graduates than for attrites.

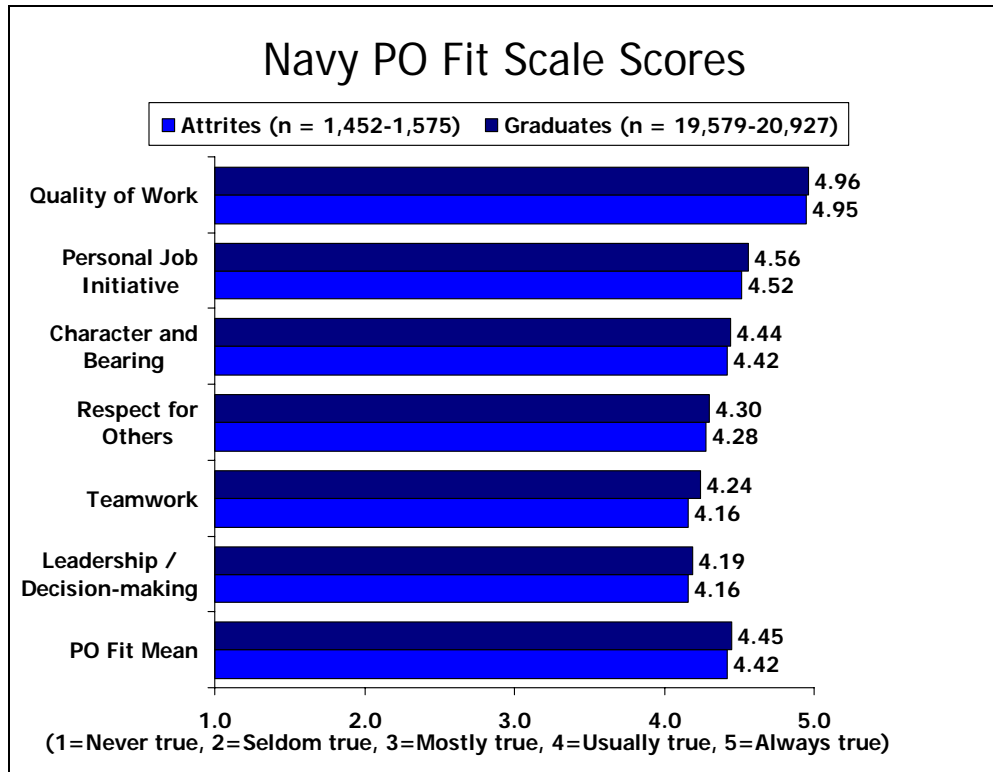


Figure 29. Mean P-O Fit Scale and subscale scores for graduates and attrites.

Modified Ways of Coping Scale Scores. The responses to two of the Modified WCCL subscale scores were similar for graduates and attrites, and three of the subscale scores were significantly different for the two groups of respondents (Figure 30). Graduates' and attrites' Problem-Focused and Seeking Support Subscale mean scores were similar. However, graduates' Avoidance, Wishful Thinking, and Blaming Self subscale mean scores were significantly lower than were those for attrites, suggesting that attrites are more likely to use these negative stress coping strategies.

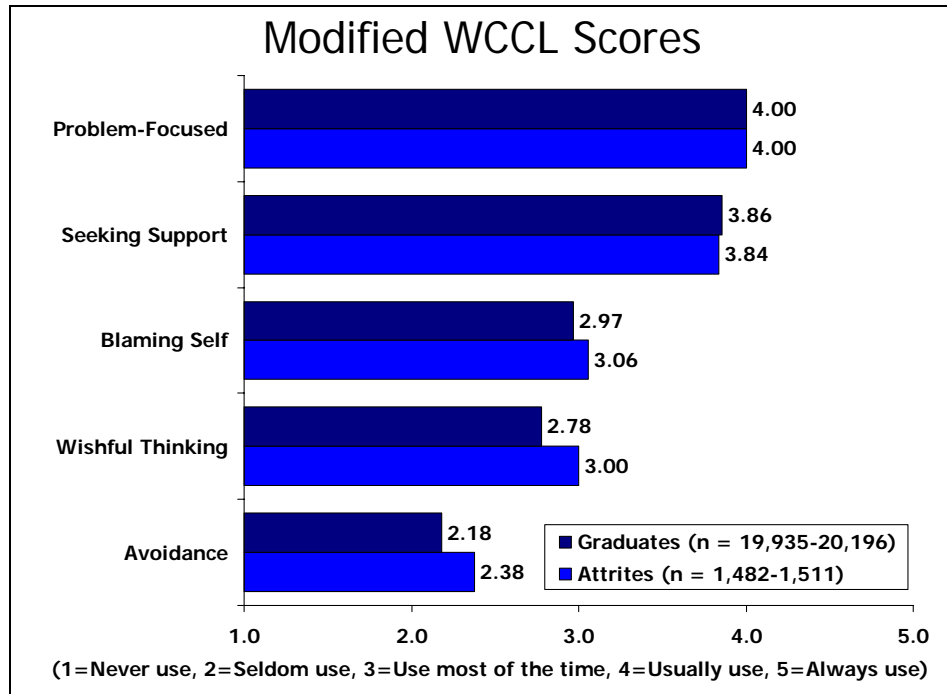


Figure 30. Mean Modified WCCL scores for graduates and attrites.

In addition, a single item measured the overall level of stress that recruits experienced during RTC (Figure 31). Graduates are more likely to report *moderate*, *low*, and *very low* levels of stress during RTC; and attrites are more likely to report *high* and *very high* levels of stress.



Figure 31. Overall level of stress experienced by graduates and attrites during RTC.

Other Training Effectiveness Outcome Measures

In addition to the primary outcome measure of graduation/attrition, there were six other outcome measures: change in KSAs, Navy career intentions, Navy as best career choice, importance to complete current enlistment, level of morale, and likeliness of recommending the Navy to a friend or family member.

Change in KSAs. Figure 32 shows the percentages of graduates and attrites who said that their KSAs had improved, stayed the same, or became worse during RTC. As shown, much higher percentages of the graduates reported their KSAs had improved in comparison to attrites. Likewise, much higher percentages of attrites reported that their KSAs had stayed the same or became worse.

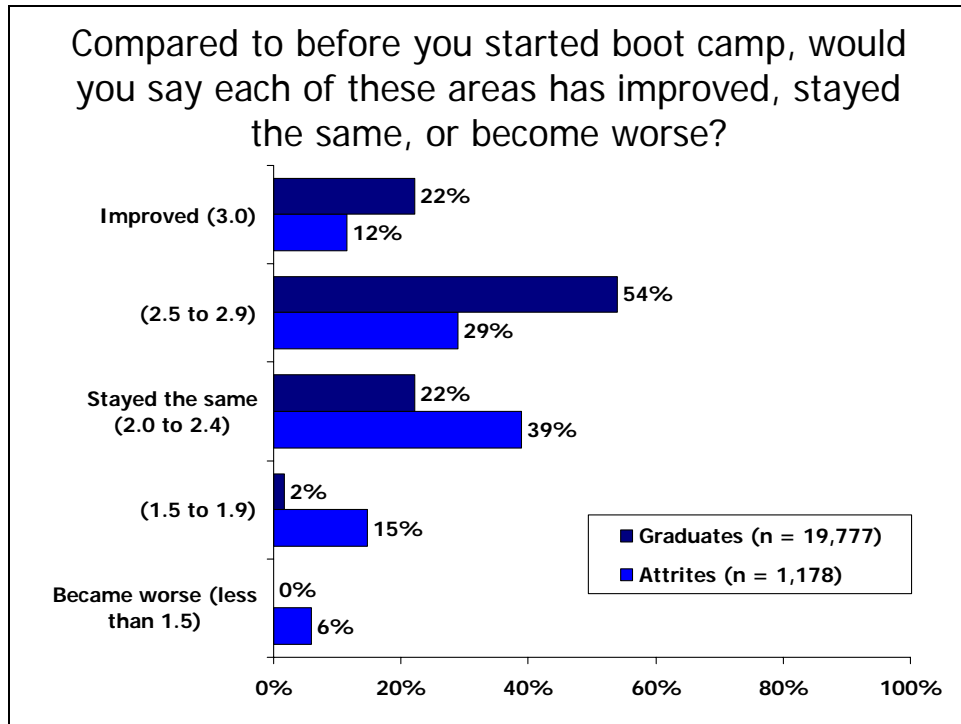


Figure 32. Percentage of graduates and attrites who reported changes in their KSAs.

Navy Career Intentions. Figure 33 shows the career intentions of RTC graduates and attrites at the time they entered RTC as recruits. Those who later graduated from RTC were slightly more likely to say that they were not sure of their plans and that they would make the Navy a career (20 years or more). Slightly more recruits who later attrited reported that they were likely to complete their enlisted obligation and then leave the Navy. Less than 1 percent of those who later graduated or attrited reported that they would complete training in a trade or skill and then leave the Navy or would leave before completing their current enlistment.

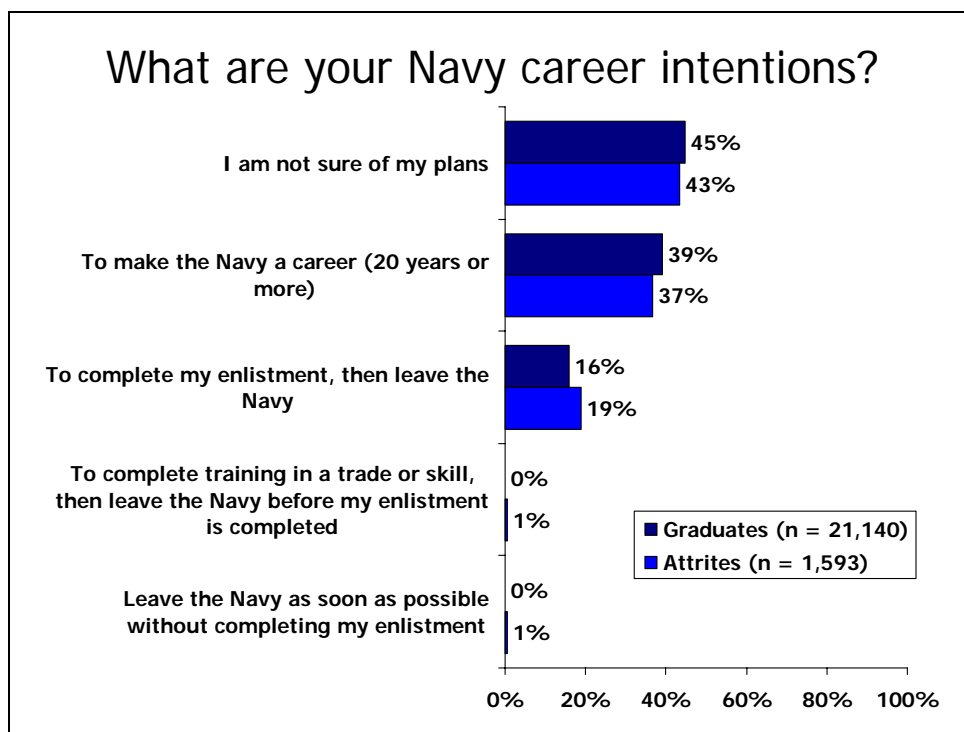


Figure 33. Navy career intentions of graduates and attrites.

Importance of Completing Enlistment. As shown in Figure 34, upon entering the Navy, recruits who graduated from RTC were more likely than attrites to report that it was extremely important for them to complete their enlistment. Upon entering the Navy, only small percentages of graduates and attrites reported that it was only slightly important or not at all important that they complete their enlistment.

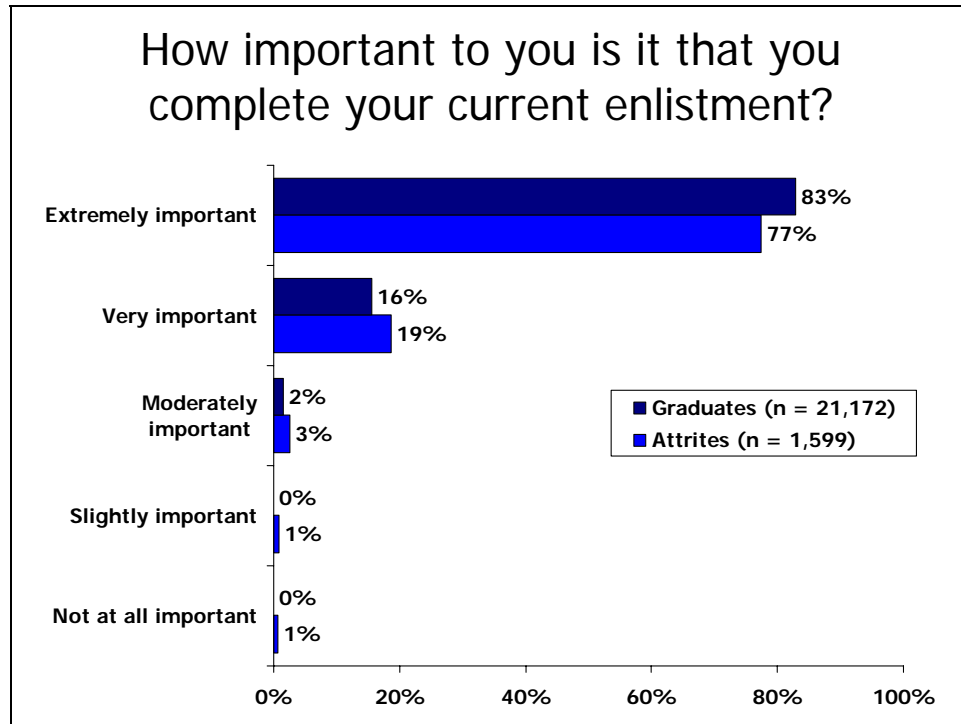


Figure 34. Importance of completing current enlistment reported by graduates and attrites.

Morale during Training. Not surprisingly, graduates reported higher morale during RTC than did attrites (Figure 35). As shown in Figure 35, graduates were more likely to report that their morale during RTC was very high or high, and attrites were more likely to report that their morale was low or very low.

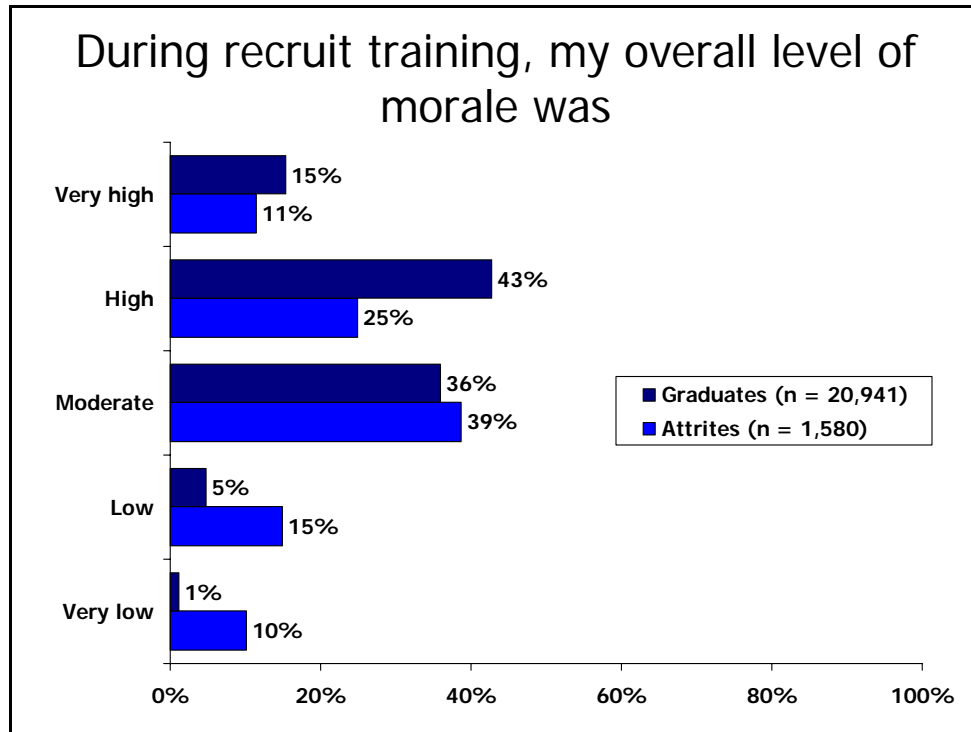


Figure 35. Morale of graduates and attrites during RTC training.

Attitudes towards the Navy. Two items assessed the overall attitudes of recruits towards the Navy. As shown in Figure 36, graduates were more likely to strongly agree or agree that the Navy is their best career choice at the beginning of training. Attrites were more likely to disagree or strongly disagree that the Navy is their best career choice.

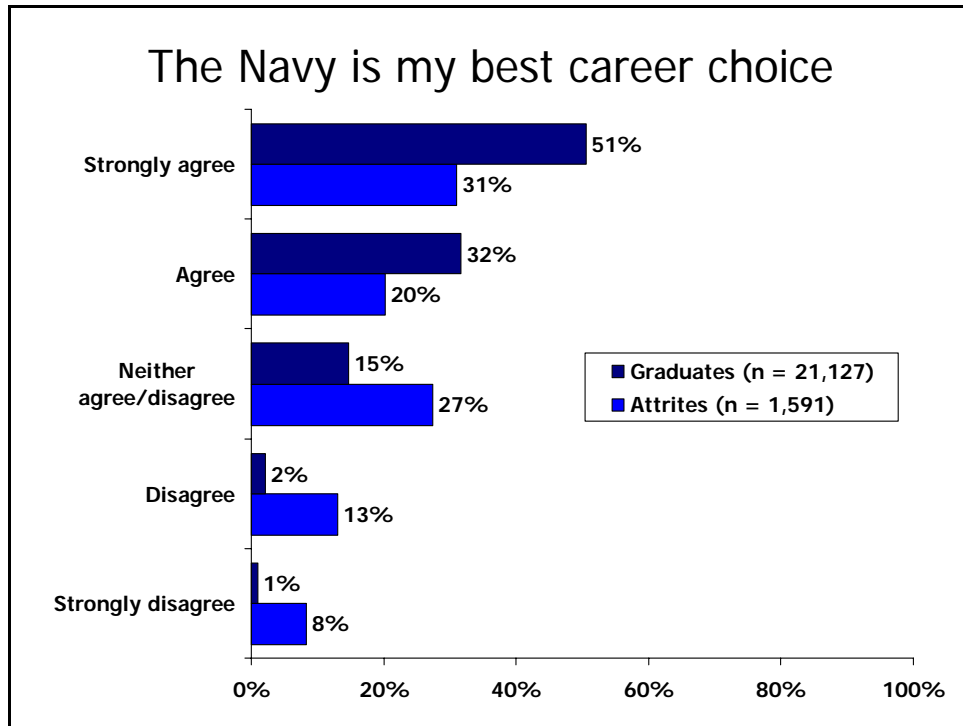


Figure 36. Percentage of graduates and attrites who believe the Navy is their best career choice.

Perhaps the best measure of graduates' and attrites' attitude toward the Navy is their willingness to recommend the Navy to a friend or family member. As shown in Figure 37, graduates were much more likely to strongly agree or agree and attrites were much more likely to disagree or strongly disagree that they would recommend the Navy to a friend or family member.

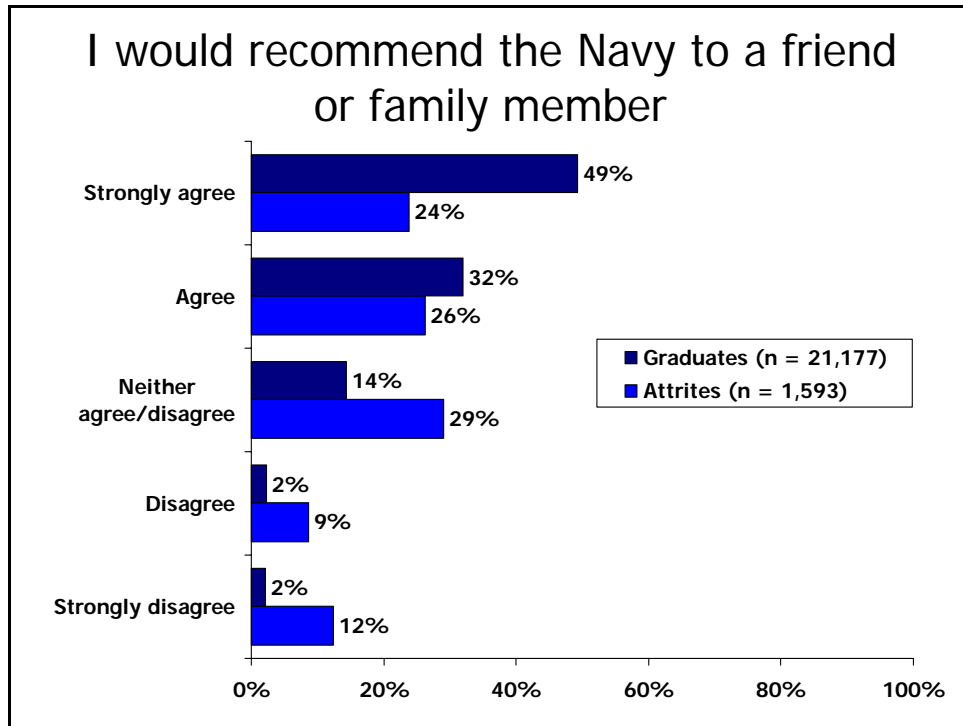


Figure 37. Graduates and attrites that would recommend the Navy to a friend or family member.

Conclusion

The study findings are consistent with the hypothesis that those whose values are similar to those of the Navy, who handle stress in a positive way, and who think it is important that they complete their enlistment in the Navy are more likely to graduate from RTC than are those whose values are less similar, handle stress using more negative strategies, and place less importance on completing their obligation to the Navy.

Results from the first year of the First Watch Study suggest that there are differences between those who graduate from RTC and those who do not. It is hoped that these findings may lead to constructive interventions, starting with recruitment and classification and continuing through RTC training.

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Appendix A: New Sailor Survey

NEW SAILOR SURVEY

INFORMED CONSENT AND PRIVACY ACT STATEMENTS

This questionnaire examines your background characteristics and your opinions and attitudes about the Navy and your decision to join the Navy. Data from this project may be used to improve how we recruit, train and help new Sailors adjust to life in the Navy.

Your answers are confidential and will be merged with answers from sailors all over the world. No one will be able to identify you from your answers. Over the next four years of your enlistment we will continue to ask you questions about your experiences in the Navy and your attitudes and opinions. In order to track you over time, we will ask you to provide your Social Security Number. That number will be encrypted and be available only to researchers who are executing this project. Your answers are all voluntary and refusal to participate will not result in any penalties to you, except your opinions will not be reflected in the the results. Please read the following Privacy Statement and indicate in the box below your willingness to participate in this important research.

Authority to request this information is granted under 10 U.S.C. 5031 and 5032, and 5 U.S.C. 301: Executive Order 9397. License to administer this survey is granted per OPNAVINST 5300.8B under OPNAV Report Control Symbol 1040-3, which expires 28 February 2004. We ask you to provide your Social Security Number, this is so we can collect additional information from other data sources.

PURPOSE: The purpose of this questionnaire is to collect information concerning retention and attrition in the Navy. The information you provide will be used to estimate manpower needs for the Navy and to develop retention policies for the Navy.

ROUTINE USES: The information provided in this questionnaire will be analyzed by the Navy Personnel Research, Studies, and Technology Department (PERS-1). The data files will be maintained by the Navy Personnel Research, Studies, and Technology Department where they may be used for determining changing trends in the Navy.

CONFIDENTIALITY: All responses will be held in confidence by the Navy Personnel Research, Studies, and Technology Department. Information you provide will be statistically summarized with the responses of others, and will not be attributable to any single individual.

PARTICIPATION: Completion of this questionnaire is entirely voluntary. Failure to respond to any questions will NOT result in any penalties except possible lack of representation of your views in the final results and outcomes.

STATEMENT OF RISK: The data collection procedures are not expected to involve any risk or discomfort to you. The only risk to you is inappropriate disclosure of data you provide. However, Navy Personnel Research, Studies, and Technology has had no compromise of data for similar Navy personnel studies conducted during the past 25 years.

If you have any questions about this questionnaire, please contact Dr. Jackie Mottern, at (901) 874-4656 or DSN 882 or Dr. Michael White at (901) 874-4569 or DSN 882-4659. For questions regarding Human Subjects issues contact NPRST Protection of Human Subjects Committee, (901) 874-3086 or DSN 882-3086 or email IRB@persnet.navy.mil.

I have read the Informed Consent and Privacy Act statements and wish to proceed with the questionnaire.

- ☐ Please completely fill in this bubble to show that:
"Yes, I voluntarily choose to participate in this survey."

IMPORTANT INSTRUCTIONS

- **USE NO. 2 PENCIL ONLY.**
- **Do NOT** use ink, ballpoint, or felt tip pens.
- **Erase cleanly and completely any changes you make.**
- **Make black marks that fill in the circle.**
- **When applicable, write the numbers in the boxes at the top of the block.**
- **Do NOT** make stray marks on this form.
- **Do NOT** fold, tear, or mutilate this form.

USE A No. 2 PENCIL

CORRECT: ●

INCORRECT: ☑ ✗ ○ ●

Social Security No.

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DATE OF BIRTH

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1. What is your gender?

- ☐ Male
☐ Female

2. What is your current marital status?

- ☐ Single, never married
☐ Married
☐ Legally separated
☐ Divorced
☐ Widowed

3. Do you currently have any children under the age of 21? (Mark ALL that apply).

- ☐ No
☐ Yes, but they did not live with me
☐ Yes, they lived with me full-time before I joined the Navy
☐ Yes, they lived with me part-time before I joined the Navy (for example, joint custody with ex-spouse)

4. Who currently has custody of your children?

- ☐ Spouse (Child's mother/father)
☐ Your parents or in-laws
☐ Another relative
☐ Friend
☐ Other _____
☐ Does not apply

5. Are you of Spanish/Hispanic descent?

- ☐ Yes
☐ No

6. Are you: (Select as many as apply).

- ☐ White
☐ Black/African American
☐ Asian/Pacific Islander
☐ Native American/Aleut/Eskimo
☐ Other

7. In the 6 months before entering the Navy, did you hold a part or full-time job? (Mark ALL that apply).

- ☐ Yes, a full-time job
☐ Yes, a part-time job
☐ I was a full-time student
☐ No, I was not employed

8. What is the highest grade of school that you completed?

- ☐ 10 or less
☐ 11
☐ 12
☐ One or more years of college or technical school
☐ Bachelor of Arts/Science degree
☐ Masters or above

9. If you graduated from high school, choose the credential(s) you earned when you finished high school.

- ☐ Does not apply, did not finish high school
☐ Diploma - earned from a public or private traditional day school
☐ Diploma - earned from an adult (continuation) school
☐ Diploma - issued by parents or tutors for home schooling
☐ Diploma - issued by an association, school, or state for home schooling
☐ Diploma - issued by a vocational or technical school
☐ Diploma - issued by a correspondence school
☐ GED equivalency diploma
☐ College credit turning GED into high school diploma
☐ Certificate for high school attendance or completion

10. Are you prior military?

- ☐ No
- ☐ Yes, Navy
- ☐ Yes, Army
- ☐ Yes, Marine Corps
- ☐ Yes, Air Force
- ☐ Yes, Coast Guard

11. What was your previous paygrade?

- ☐ E-1
- ☐ E-2
- ☐ E-3
- ☐ E-4
- ☐ E-5 or above

12. What is your current paygrade?

- ☐ E-1
- ☐ E-2
- ☐ E-3
- ☐ E-4
- ☐ E-5 or above

13. Using the scale below, please indicate the extent to which the following factors have influenced you (contributed to your decision) to join the Navy.

	Very great extent	Great extent	Moderate extent	Slight extent	Not at all	Does not apply
a. Get away from family or personal situations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Get away from hometown	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Time to figure out what I want to do	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Wanted a break from school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Wanted to test myself in a demanding situation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Challenging or interesting work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Travel and new experiences	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Always wanted to be in the Navy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Military tradition in my family	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. Parents encouraged me to join	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. My friend(s) joined the Navy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l. Desire to serve my country	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
m. Few or no civilian jobs I wanted were available	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
n. Navy Pay	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
o. Medical/Dental benefits	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
p. Family benefits	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
q. Retirement pay and benefits	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
r. Security and stability of a Navy job	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
s. Opportunity to work in a specific occupation of interest	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
t. Training in skills useful for civilian employment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
u. Education benefits (money for college/graduate school)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
v. Personal growth	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
w. Aggression against the United States	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
x. My spouse, boyfriend/girlfriend encouraged me to join	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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14. How successful will you be in boot camp?

- ☐ Not applicable, I'm prior military
- ☐ I'll do better than most
- ☐ I'll do about as well as everyone else
- ☐ I won't do as well as most

15. How important to you is it that you complete your current enlistment?

- ☐ Extremely important
- ☐ Very important
- ☐ Moderately important
- ☐ Slightly important
- ☐ Not at all important

16. The people most important to me would be extremely disappointed if I dropped out of the Navy before completing my current enlistment.

- ☐ Strongly agree
- ☐ Agree
- ☐ Neither agree nor disagree
- ☐ Disagree
- ☐ Strongly disagree

17. How satisfied were you with the amount of time you spent with your classifier?

- ☐ Not applicable
- ☐ Very satisfied
- ☐ Satisfied
- ☐ Neither satisfied nor dissatisfied
- ☐ Dissatisfied
- ☐ Very dissatisfied

18. What are your Navy career intentions?

- ☐ Leave the navy as soon as possible without completing my enlistment
- ☐ To complete training in a trade or skill, then leave the Navy before my enlistment is completed
- ☐ To complete my enlistment, then leave the Navy
- ☐ To make the Navy a career (20 years or more)
- ☐ I am not sure of my plans

19. To what extent was each of the following explained to you?

	Very great extent	Great extent	Moderate extent	Slight extent	Not at all	Does not apply
a. The importance of the ASVAB test in qualifying you for Navy jobs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. The Navy jobs available to you at classification.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Any special programs available to you at classification	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Any bonus programs available to you at classification	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. The job you were assigned at classification	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. The school you were guaranteed at classification.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

20. On average, how many times did you meet with your recruiter while in the DEP?

- ☐ Not applicable, I was only in DEP a few days/or I am prior military → **Go to Question 25**
- ☐ Less than once per month
- ☐ Once a month
- ☐ Once every two weeks
- ☐ Once a week or more

21. On average, how long were your DEP meetings?

- ☐ Less than 15 minutes
- ☐ 15 to 30 minutes
- ☐ more than 30 minutes but less than 60
- ☐ 60 to 90 minutes
- ☐ More than 90 minutes

22. To what extent was the information you received in the DEP accurate?

- ☐ Very great extent
- ☐ Great extent
- ☐ Moderate extent
- ☐ Slight extent
- ☐ Not at all

23. Approximately how many DEP meeting did you attend?

- ☐ 0
☐ 1-3
☐ 4-6
☐ 7-9
☐ 10 or more

24. How long were you in DEP?

- ☐ 0-1 month
☐ 2-3 months
☐ 4-6 months
☐ 7-9 months
☐ 10 or more months

25. Was the number of DEP meetings:

- ☐ Not applicable, I did not attend any DEP meetings
☐ Too few
☐ About right
☐ Too many

26. Was the length of DEP meetings:

- ☐ Not applicable, I did not attend any DEP meetings
☐ Too long
☐ About right
☐ Too short

27. Was the number of contacts with your current recruiter before coming to Great Lakes.

- ☐ Too few
☐ About right
☐ Too many

28. Please use the scale below to show how much you **AGREE** or **DISAGREE** with each of the following statements concerning your current enlistment.

	Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree
a. My recruiter was thorough in his/her responses to my questions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. My recruiter was honest with me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. My recruiter treated me with respect	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. My recruiter provided me with correct information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. All my questions were answered by my recruiter	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. All my concerns were answered by my recruiter	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. My recruiter made me feel comfortable enough to ask questions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. I would recommend the Navy to a friend/family member	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. I would recommend my recruiter to a friend/family member	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

29. The preparation for RTC that I received from my current recruiter was:

- ☐ Not applicable
☐ Excellent
☐ Good
☐ Satisfactory
☐ Fair
☐ Poor

30. Overall, my current recruiting experience was.

- ☐ Excellent
☐ Good
☐ Satisfactory
☐ Fair
☐ Poor

31. The Navy is my best current career choice.

- ☐ Strongly agree
☐ Agree
☐ Neither agree nor disagree
☐ Disagree
☐ Strongly disagree

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- How true are these statements of you?**

[illegible]

Which of the following have you used when you are in a **VERY** stressful situation?

	Always Use	Usually use	Use most of the time	Seldom use	Never use
65. Bargained or compromised to get something from the situation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
66. Concentrated on something good that could come out of the whole thing.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
67. Made a plan of action and followed it.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
68. Changed something so that things would turnout all right.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
69. Just took things one step at a time.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
70. I knew what had to be done so I doubled my efforts and tried harder to make things work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
71. Came up with a couple of solutions to the problem.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
72. Stood my ground and fought for what I wanted.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
73. Changed or grew as a person in a good way.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
74. Came out of the experience better than when I went in.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
75. Tried not to act too hastily or follow my own hunch.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
76. Accepted my strong feelings but didn't let them interfere with other things too much.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
77. Changed something about myself so that I could deal with the situation better.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
78. Talked with someone to find out about the situation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
79. Asked someone I respected for advice and followed it.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
80. Blamed myself.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
81. Criticized or lectured myself.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
82. Realized I brought the problem on myself.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
83. Hoped a miracle would happen.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
84. Wished I was a stronger person - more optimistic and forceful.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
85. Wished that I could change what had happened.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
86. Imagined or day dreamed of a better time or place than the one I am in.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
87. Wished the situation would go away or somehow be finished.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
88. Went on as if nothing happened.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
89. Felt bad that I couldn't avoid the problem.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
90. Kept my feelings to myself.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
91. Slept more than usual.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
92. Tried to forget the whole thing.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
93. Tried to make myself feel better by eating, drinking, smoking or taking medication.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
94. Avoided being with people in general.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
95. Kept others from knowing how bad things were.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
96. Talked with someone about how I was feeling.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

THANK YOU FOR COMPLETING THIS QUESTIONNAIRE.

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Appendix B: RTC Grad Survey

RECRUIT TRAINING CENTER GRADUATE SURVEY

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☐ Please completely fill in this bubble to show that:
"Yes, I voluntarily choose to participate in this survey."

IMPORTANT INSTRUCTIONS

- **USE NO. 2 PENCIL ONLY.**
- **Do NOT** use ink, ballpoint, or felt tip pens.
- **Erase** cleanly and completely any changes you make.
- **Make black marks** that fill in the circle.
- **When applicable**, write the numbers in the boxes at the top of the block.
- **Do NOT** make stray marks on this form.
- **Do NOT** fold, tear, or mutilate this form.

USE A No. 2 PENCIL

CORRECT: ●

INCORRECT: ☒ ☓ ☐ ☑

Social Security No.

0	0	0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9	9	9

DATE OF BIRTH

MO.	DAY	YEAR
0	0	0
1	1	1
2	2	2
3	3	3
4	4	4
5	5	5
6	6	6
7	7	7
8	8	8
9	9	9

1. What is your current paygrade?

- ☐ E-1
☐ E-2
☐ E-3
☐ E-4
☐ E-5 or above

2. What is your gender?

- ☐ Male
☐ Female

3. What is your current marital status?

- ☐ Married
☐ Separated
☐ Divorced
☐ Widowed
☐ Single, never married

4. To what extent were each of the following explained to you?

	To a very great extent	To some extent	To a little extent	Does not apply
a. The importance of the ASVAB test in qualifying you for Navy jobs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. The Navy jobs available to you at classification	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Any special programs available to you at classification	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Any bonus programs available to you at classification	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. The job you were assigned at classification	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. The advanced school you were guaranteed at classification	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. On average, how many times did you meet with your recruiter while in the DEP?

- ☐ Not applicable, I was only in DEP a few days
☐ Less than once per month
☐ Once a month
☐ Once every two weeks
☐ Once a week or more

6. Was the amount of contact with your recruiter before coming to RTC:

- ☐ Too little
☐ About right
☐ Too much

7. Please use the scale below to show how much you **AGREE** or **DISAGREE** with each of the following statements:

	Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree
a. My recruiter was thorough in his/her responses to my questions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. My recruiter was honest with me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. My recruiter treated me with respect.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. My recruiter provided me with correct information.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. All my questions were answered by my recruiter.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. All my concerns were answered by my recruiter.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. My recruiter made me feel comfortable enough to ask questions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. I would recommend the Navy to a friend/family member.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. I would recommend my recruiter to a friend/family member.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

8. The preparaton for RTC that I received from my recruiter was:

- ☐ Not applicable
☐ Excellent
☐ Good
☐ Satisfactory
☐ Fair
☐ Poor

9. Overall, my recruiting experience was:

- ☐ Excellent
☐ Good
☐ Satisfactory
☐ Fair
☐ Poor

10. The Navy is my best current career choice.

- ☐ Strongly agree
☐ Agree
☐ Neither agree nor disagree
☐ Disagree
☐ Strongly disagree

11. It would be easy to find civilian jobs that provide pay and benefits equal to the Navy.

- ☐ Strongly agree
☐ Agree
☐ Neither agree nor disagree
☐ Disagree
☐ Strongly disagree

12. How important is it that you complete your current enlistment?

- ☐ Extremely important
☐ Very important
☐ Moderately important
☐ Slightly important
☐ Not at all important

13. The people most important to me would be extremely disappointed if I didn't complete my enlistment in the Navy.

- ☐ Strongly agree
☐ Agree
☐ Neither agree nor disagree
☐ Disagree
☐ Strongly disagree

14. What are your Navy career intentions?

- ☐ To complete training in a trade or skill, then leave the Navy before my obligation is completed
☐ To complete my enlisted obligation, then leave the Navy
☐ To make the Navy a career (20 years or more)
☐ I am not sure of my plans

15. Compared to before you started boot camp, would you say each of these areas has improved, stayed the same, or became worse:

	Improved	Stayed the same	Became worse	Not applicable
a. Your level of self discipline	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Your level of self confidence	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Your ability to cope with stress	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Your ability to lead	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Your ability to succeed in the Navy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Your level of physical fitness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Your motivation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Your ability to manage your financial affairs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Your military bearing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How true are these statements of you?

	Always true of me	Usually true of me	Seldom true of me	Never true of me
16. I try to do jobs carefully, so they don't have to be done again.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. I strive for excellence in everything I do.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. I am tolerant of other people.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. I pay close attention to details when I am working.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. I am very resourceful in getting a job done.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21. I take a personal interest in the people I work with.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22. I like most people I meet.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
23. I keep my belongings neat and clean.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
24. I try to help people who are less fortunate than me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
25. I like to keep a neat appearance.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
26. I try to stay out of trouble.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
27. I try to set a good example for others.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
28. I like to play sports.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
29. I try to follow my conscience.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
30. I try to finish all the tasks assigned to me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
31. I work hard to accomplish my goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
32. I try to do what I think is right.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
33. I try to get the job done.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
34. Once I start a project, I almost always finish it.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
35. When I'm under a lot of stress, sometimes I feel like I'm going to pieces.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
36. I enjoy being part of a team.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
37. I consider the consequences before I take action.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
38. When I make a commitment, I can be counted on to follow through.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
39. I get along well with others.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
40. When things are falling apart, I still make good decisions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
41. A team is more important than the individuals on it.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
42. I have often been a leader of groups I have belonged to.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
43. I encourage others to do their best.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
44. When I have a problem, I stop and think about it before taking the next step.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
45. I have a clear set of goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
46. I usually keep a cool head in emergencies.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
47. I try to be considerate of others.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

48. What influence did the following people have on you completing RTC?

	Stay	No Effect	Leave	Not applicable
a. Your RDC	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Your fellow recruits in your division	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Your spouse	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Your fiancé or girl/boy friend	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Your parents	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Other relatives or close friends	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Your chaplains	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

49. Which of the following do you feel were problems in your current division at RTC? (Mark ALL that apply.)

- ☐ Sexual harassment from RDCs
- ☐ Sexual discrimination by RDCs
- ☐ Sexual harassment from RTC staff
- ☐ Sexual discrimination by RTC staff
- ☐ Sexual harassment from fellow recruits
- ☐ Sexual discrimination by fellow recruits
- ☐ Sexual harassment from galley staff
- ☐ Sexual discrimination from galley staff
- ☐ Racial/ethnic discrimination from RDCs
- ☐ Racial/ethnic discrimination from fellow recruits
- ☐ Racial/ethnic discrimination from RTC staff
- ☐ Racial/ethnic discrimination by galley staff
- ☐ Age discrimination
- ☐ Unfair recognition
- ☐ Harassment during fast cruise
- ☐ Unfair military justice system

50. If you checked any of the above, was the person who harassed you:

- ☐ A civilian
- ☐ In the Navy
- ☐ In another service

51. Did the behavior occur:

- ☐ During fast cruise
- ☐ During training
- ☐ In the barracks

Suppose your RDCs were to compare your performance to other sailors in your division; how would they rate you using the following scale:

Far worse than the average recruit					
Worse than the average recruit					
About as good as the average recruit					
Better than the average recruit					
Far better than the average recruit					

52. Personal accomplishment/initiative (such as willingness to work hard and make sure the job gets done)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
53. Quality of work (willingness to follow Navy regulations, orders, and display respect for superiors)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
54. Physical fitness (maintains military standards of physical fitness and conduct)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
55. Teamwork (contributes to team building and team results)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
56. Respect for others (respects others and treats everyone fairly)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
57. Leadership (organizes and motivates others to accomplish task)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
58. Military bearing/character (keeps good personal appearance, conduct in keeping with Navy standards, lives Navy values)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
59. Overall effectiveness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

60. Since starting training, have you done anything for which you were ASMO'ed?

- ☐ No (please go to question 62)
☐ Yes, just once
☐ Yes, two or three times
☐ Yes, four or more times

61. If you answered yes to question 60, which of the following was the reason for the ASMO?

- ☐ Medical
☐ Academic
☐ Discipline
☐ Other _____

62. During recruit training, my level of stress was:

- ☐ Very high
☐ High
☐ Moderate
☐ Low
☐ Very low

63. During recruit training, my overall level of morale was:

- ☐ Very high
☐ High
☐ Moderate
☐ Low
☐ Very low

64. During recruit training, how did Navy life compare with your expectations?

- ☐ Much better than I expected
☐ Somewhat better than I expected
☐ About the same as I expected
☐ Somewhat worse than I expected
☐ Much worse than I expected
☐ Not what was expected

65. Please use the scale below to show how much you **AGREE** or **DISAGREE** with each of the following statements:

	Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree
a. Since joining the Navy, my personal values and those of the Navy have become more similar.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. What the Navy stands for is important to me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. My attachment to the Navy is primarily based on the similarity of my values to Navy values.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Overall, I'm proud that I joined the Navy.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. I would be very happy to stay in the Navy until I'm eligible for retirement.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. I do not feel "part of the Navy family".	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. I do not feel "emotionally attached" to the Navy.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. The Navy has a great deal of personal meaning for me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. I do not feel a strong sense of belonging to the Navy.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. Too much in my life would be disrupted if I decided I wanted to leave the Navy now.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. It would be too costly for me to leave the Navy right now.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l. I feel that I have too few options to consider leaving the Navy now.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
m. I enjoy the camaraderie in the Navy.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
n. I am dedicated to serving in the Navy.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

66. As you see it now, how well do your personal values match those of the Navy?

- ☐ Extremely well
☐ Very well
☐ Unsure
☐ Poorly
☐ Not at all

The following questions concern your experiences while at RTC. These questions are designed to provide meaningful and constructive feedback concerning the training and support you received while at RTC.

67. DITTY BAG ISSUE

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
a. I received the proper size of items.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. I received the right quantity of items.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. I was treated with courtesy.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

68. BARBER SHOP

a. I was treated with courtesy.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. I received the service that I expected.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

69. UNIFORM ISSUE

a. I was treated with courtesy during my first uniform issue.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. I received the proper sizes during my first uniform issue.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. I received the right quantities during my first uniform issue.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. I received the proper tailoring during my first uniform issue.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. I was treated with courtesy during my second uniform issue.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. I received the proper sizes during my second uniform issue.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. I received the right quantities during my second uniform issue.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. I received the proper tailoring during my second uniform issue.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

If you have **NOT** been to medical, please go to the section marked "Medical Appointments".

70. SICK CALL

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
a. I was treated with courtesy during sick call.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. I was permitted to attend sick call when I requested it.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Staff respected the limitations of my Limited/Light Duty chits.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

d. Overall, how satisfied were you with the quality of medical care you received at sick call?

- ☐ Very satisfied
☐ Satisfied
☐ Neither satisfied nor dissatisfied
☐ Dissatisfied
☐ Very dissatisfied

If you have **NOT** had a medical appointment, please go to the next section below, marked "Special Physical".

71. MEDICAL APPOINTMENTS

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
a. I was treated with courtesy.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. My appointments were kept by the medical staff.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. My medical appointments were timely.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

d. Overall, how satisfied were you with the quality of medical care you received during your medical appointments?

- ☐ Very satisfied
☐ Satisfied
☐ Neither satisfied nor dissatisfied
☐ Dissatisfied
☐ Very dissatisfied

72. SPECIAL PHYSICAL

Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree

If you have **NOT** had a special physical go to the next section, marked **"Dental"**.

a. I was treated with courtesy.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. My appointments were kept by medical staff.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. My appointments for my special physical were timely.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

d. Overall, how satisfied were you with the quality of medical care you received during your special physical?

- ☐ Very satisfied
- ☐ Satisfied
- ☐ Neither satisfied nor dissatisfied
- ☐ Dissatisfied
- ☐ Very dissatisfied

73. DENTAL

Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree

If you have **NOT** had a dental appointment, please go to the next section, marked **"Re-Classification"**.

a. I was treated with courtesy.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. I was permitted to meet my dental appointments.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Staff respected the limitations of my Limited/Light Duty chits.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

d. Overall, how satisfied were you with the quality of dental care you received?

- ☐ Very satisfied
- ☐ Satisfied
- ☐ Neither satisfied nor dissatisfied
- ☐ Dissatisfied
- ☐ Very dissatisfied

74. RE-CLASSIFICATION

a. Were you reclassified while you were at RTC?

- ☐ Yes
- ☐ No, but I wanted to change rates
- ☐ No, and I am happy with the rate I have

➔ Please go to Question 76, marked **"Galley"**

b. If you answered "Yes" to 74a above, why were you reclassified?

- ☐ Medical reasons
- ☐ Security reasons
- ☐ Your choice
- ☐ Good of the service

75. DURING RE-CLASSIFICATION

Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree

a. My classifier treated me with respect.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. My classifier thoroughly explained my job options to me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. I was satisfied with the job I was assigned.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

76. GALLEY

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
a. I was treated with courtesy.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Portions were sufficient for all hands.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. There was enough time to eat.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Meals were properly prepared.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Meals offered sufficient variety.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Condiments were available.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Plates, trays and utensils were clean.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

77. LAUNDRY

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
a. Laundry was returned cleaned.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Laundry was returned dry.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Laundry was returned undamaged.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. There were sufficient numbers of washing machines available.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Lost laundry items were returned or replaced.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

f. Overall, how satisfied were you with your laundry service?

- ☐ Very satisfied
☐ Satisfied
☐ Neither satisfied nor dissatisfied
☐ Dissatisfied
☐ Very dissatisfied

78. MISCELLANEOUS

	Not applicable	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
a. I was given the scheduled amount of time to attend to my personal hygiene.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. All the head facilities were in working order during hygiene time.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Other than watch standing and fast cruise, I was able to receive at least seven hours of sleep per night.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. The services offered by the Chaplain met my needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. I had an opportunity, at least once a week, to attend religious services or to meditate in the chapel.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Mail call was held daily (except Saturdays, Sundays and holidays).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. My mail was delivered unopened.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. I was satisfied with the banking services provided on base.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. I had sufficient time for my course study	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

79. On average, other than watchstanding, how many hours per night did you sleep while you were in recruit training?

- ☐ 1 - 2 hours
☐ 3 - 4 hours
☐ 5 - 6 hours
☐ 7 - 8 hours

You have completed the survey.

THANK YOU

Appendix C: “A” School Survey

"A"/APPRENTICE SCHOOLS GRAD SURVEY

INFORMED CONSENT AND PRIVACY ACT STATEMENT

This questionnaire examines your background characteristics and your opinions and attitudes about the Navy and your decision to join the Navy. Data from this project may be used to improve how we recruit, train and help new Sailors adjust to life in the Navy.

Your answers are confidential and will be merged with answers from Sailors all over the world. No one will be able to identify you personally. Over the next four years of your enlistment we will continue to ask you questions about your experiences in the Navy and your attitudes and opinions. In order to track you over time, we will ask you to provide your Social Security Number. That number will be encrypted and be available only to researchers who are executing this project. Your answers are all voluntary and refusal to participate will not result in any penalties to you, except your opinions will not be reflected in the results. Please read the following and indicate in the circle below your willingness to participate in this important research.

Authority to request this information is granted under 10 U.S.C. 5031 and 5032, and 5 U.S.C. 301: Executive Order 9397. License to administer this survey is granted per OPNAVINST 5300.8B under OPNAV Report Control Symbol 1040-3B, which expires 28 February 2004. We ask you to provide your Social Security Number; this is so we can collect additional information from other data sources.

PURPOSE: The purpose of this questionnaire is to collect information concerning retention and attrition in the Navy. The information you provide will be used to estimate manpower needs for the Navy and to develop retention policies for the Navy.

ROUTINE USES: The information provided in this questionnaire will be analyzed by the Navy Personnel Research, Studies, and Technology Department (PERS-1). The data files will be maintained by the Navy Personnel Research, Studies, and Technology Department where they may be used for determining changing trends in the Navy.

CONFIDENTIALITY: All responses will be held in confidence by the Navy Personnel Research, Studies, and Technology Department. Information you provide will be statistically summarized with the responses of others, and will not be attributable to any single individual.

PARTICIPATION: Completion of this questionnaire is entirely voluntary. Failure to respond to any questions will NOT result in any penalties except possible lack of representation of your views in the final results and outcomes.

STATEMENT OF RISK: The data collection procedures are not expected to involve any risk or discomfort to you. The only risk to you is inappropriate disclosure of data you provide. However, Navy Personnel Research, Studies, and Technology has had no compromise of data from similar Navy personnel studies conducted during the past 25 years.

If you have any questions about this questionnaire, please contact Dr. Jackie Mottern, at (901) 874-4656 or DSN 882-4656 or Dr. Michael White at (901) 874-4659 or DSN 882-4659. For questions regarding Human Subjects issues contact NPRST Protection of Human Subjects Committee, (901) 874-3086 or DSN 882-3086 or email IRB@persnet.navy.mil.

I have read the Informed Consent and Privacy Act statements and wish to proceed with the questionnaire.

☐ **Please completely fill in this bubble to show that:
"Yes, I voluntarily choose to participate in this survey."**

IMPORTANT INSTRUCTIONS

- **USE NO. 2 PENCIL ONLY.**
- **Do NOT** use ink, ballpoint, or felt tip pens.
- **Erase cleanly and completely any changes you make.**
- **Make black marks that fill in the circle.**
- **When applicable, write the numbers in the boxes at the top of the block.**
- **Do NOT** make stray marks on this form.
- **Do NOT** fold, tear, or mutilate this form.



CORRECT: ●

INCORRECT: ☒ ☓ ☐ ☑

DATE OF BIRTH											
MO.			DAY			YEAR					
0	0	0	0	0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9	9	9	9	9

SOCIAL SECURITY NO.											
0	0	0	0	0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9	9	9	9	9

What is your course number?

What is your class number?

COURSE NO.											
A	0	0	0	0	0	0	0	0	0	0	0
B	1	1	1	1	1	1	1	1	1	1	1
C	2	2	2	2	2	2	2	2	2	2	2
D	3	3	3	3	3	3	3	3	3	3	3
E	4	4	4	4	4	4	4	4	4	4	4
F	5	5	5	5	5	5	5	5	5	5	5
G	6	6	6	6	6	6	6	6	6	6	6
H	7	7	7	7	7	7	7	7	7	7	7
I	8	8	8	8	8	8	8	8	8	8	8
J	9	9	9	9	9	9	9	9	9	9	9

YEAR	CLASS NO.			
○ 2002	0	0	0	0
	1	1	1	1
	2	2	2	2
	3	3	3	3
	4	4	4	4
	5	5	5	5
	6	6	6	6
○ 2003	7	7	7	7
	8	8	8	8
	9	9	9	9

(K)
(L)
(M)
(N)
(O)
(P)
(Q)
(R)
(S)
(T)
(U)
(V)
(W)
(X)
(Y)
(Z)

CORPSMAN School											
CLASS											
0	0	0	0	0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9	9	9	9	9

1. What is your current paygrade?

- ☐ E-1
- ☐ E-2
- ☐ E-3
- ☐ E-4
- ☐ E-5 or above

2. What is your gender?

- ☐ Male
- ☐ Female

3. What is your current marital status?

- ☐ Married
- ☐ Separated
- ☐ Divorced
- ☐ Widowed
- ☐ Single, never married

4. Thus far, how has your training at "A"/Apprentice school compared with your expectations?

- ☐ Much better than I expected
- ☐ Somewhat better than I expected
- ☐ About the same as I expected
- ☐ Somewhat worse than I expected
- ☐ Much worse than I expected

5. How successful were you in your "A"/Apprentice school?

- ☐ I did better than most
- ☐ I did about as well as most
- ☐ I didn't do as well as most

6. Did you attend the "A"/Apprentice school you were guaranteed when you were classified at the MEPS?

- ☐ Does not apply; I was not guaranteed an "A"/Apprentice school
- ☐ Yes
- ☐ No

<p>7. How satisfied are you with your current rate (including FN, SN, or AN)?</p> <p> <input type="radio"/> Very satisfied <input type="radio"/> Satisfied <input type="radio"/> Neither satisfied nor dissatisfied <input type="radio"/> Dissatisfied <input type="radio"/> Very dissatisfied </p>	<p>14. Compared to before you started "A"/Apprentice school, would you say each of these areas has improved, stayed the same, or become worse:</p> <table border="1"> <thead> <tr> <th></th> <th>Improved</th> <th>Stayed the same</th> <th>Became worse</th> </tr> </thead> <tbody> <tr><td>a. Your level of physical fitness</td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td></tr> <tr><td>b. You level of self-confidence</td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td></tr> <tr><td>c. Your study habits</td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td></tr> <tr><td>d. Your ability to cope with stress</td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td></tr> <tr><td>e. Your ability to lead</td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td></tr> <tr><td>f. Your ability to succeed in the Navy</td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td></tr> <tr><td>g. Your military bearing</td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td></tr> <tr><td>h. Your level of self-discipline</td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td></tr> <tr><td>i. Your motivation</td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td></tr> <tr><td>j. Your ability to manage your financial affairs</td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td></tr> </tbody> </table>		Improved	Stayed the same	Became worse	a. Your level of physical fitness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	b. You level of self-confidence	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	c. Your study habits	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	d. Your ability to cope with stress	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	e. Your ability to lead	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	f. Your ability to succeed in the Navy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	g. Your military bearing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	h. Your level of self-discipline	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	i. Your motivation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	j. Your ability to manage your financial affairs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>																																																																																																																						
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<p>8. I am currently:</p> <p> <input type="radio"/> Completing my designated "A" school <input type="radio"/> Completing an apprenticeship school <input type="radio"/> Re-classified to an apprenticeship school <input type="radio"/> Re-classified to an "A" school </p>																																																																																																																																																																			
<p>9. The Navy is my best current career choice.</p> <p> <input type="radio"/> Strongly agree <input type="radio"/> Agree <input type="radio"/> Neither agree nor disagree <input type="radio"/> Disagree <input type="radio"/> Strongly disagree </p>																																																																																																																																																																			
<p>10. It would be easy to find civilian jobs that provide pay and benefits equal to the Navy.</p> <p> <input type="radio"/> Strongly agree <input type="radio"/> Agree <input type="radio"/> Neither agree nor disagree <input type="radio"/> Disagree <input type="radio"/> Strongly disagree </p>																																																																																																																																																																			
<p>11. How important to you is it that you complete your current enlistment?</p> <p> <input type="radio"/> Extremely important <input type="radio"/> Very important <input type="radio"/> Moderately important <input type="radio"/> Slightly important <input type="radio"/> Not at all important </p>																																																																																																																																																																			
<p>12. The people most important to me would be extremely disappointed if I didn't complete my enlistment in the Navy.</p> <p> <input type="radio"/> Strongly agree <input type="radio"/> Agree <input type="radio"/> Neither agree nor disagree <input type="radio"/> Disagree <input type="radio"/> Strongly disagree </p>																																																																																																																																																																			
<p>13. What are your Navy career intentions?</p> <p> <input type="radio"/> To complete training in a trade or skill, then leave the Navy <input type="radio"/> To complete my initial obligation, then leave the Navy <input type="radio"/> To make the Navy a career (20 years or more) <input type="radio"/> I am not sure of my plans </p>	<p>How true are these statements of you?</p> <table border="1"> <thead> <tr> <th></th> <th>Always true of me</th> <th>Usually true of me</th> <th>Mostly true of me</th> <th>Seldom true of me</th> <th>Never true of me</th> </tr> </thead> <tbody> <tr><td>15. I try to do jobs carefully, so they won't have to be done again.</td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td></tr> <tr><td>16. I strive for excellence in everything I do.</td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td></tr> <tr><td>17. I am tolerant of other people.</td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td></tr> <tr><td>18. I pay close attention to details when I am working.</td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td></tr> <tr><td>19. I am very resourceful in getting a job done.</td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td></tr> <tr><td>20. I take a personal interest in the people I work with.</td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td></tr> <tr><td>21. I like most people I meet.</td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td></tr> <tr><td>22. I keep my belongings neat and clean.</td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td></tr> <tr><td>23. I try to help people who are less fortunate than me.</td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td></tr> <tr><td>24. I try to keep a neat appearance.</td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td></tr> <tr><td>25. I try to stay out of trouble.</td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td></tr> <tr><td>26. I try to set a good example for others.</td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td></tr> <tr><td>27. I like to play sports.</td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td></tr> <tr><td>28. I try to follow my conscience.</td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td></tr> <tr><td>29. I try to finish all the tasks assigned to me.</td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td></tr> <tr><td>30. I work hard to accomplish my goals.</td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td></tr> <tr><td>31. I try to do what I think is right.</td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td></tr> <tr><td>32. I try to get the job done.</td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td></tr> <tr><td>33. Once I start a project, I almost always finish it.</td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td></tr> <tr><td>34. When I'm under a lot of stress, sometimes I feel like I am going to pieces.</td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td></tr> <tr><td>35. I enjoy being part of a team.</td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td></tr> <tr><td>36. I consider the consequences before I take action.</td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td></tr> <tr><td>37. When I make a commitment, I can be counted on to follow through.</td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td></tr> <tr><td>38. I get along well with others.</td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td></tr> <tr><td>39. When things are falling apart, I still make good decisions.</td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td></tr> <tr><td>40. A team is more important than the individuals on it.</td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td></tr> </tbody> </table>		Always true of me	Usually true of me	Mostly true of me	Seldom true of me	Never true of me	15. I try to do jobs carefully, so they won't have to be done again.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	16. I strive for excellence in everything I do.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	17. I am tolerant of other people.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	18. I pay close attention to details when I am working.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	19. I am very resourceful in getting a job done.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	20. I take a personal interest in the people I work with.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	21. I like most people I meet.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	22. I keep my belongings neat and clean.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	23. I try to help people who are less fortunate than me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	24. I try to keep a neat appearance.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	25. I try to stay out of trouble.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	26. I try to set a good example for others.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	27. I like to play sports.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	28. I try to follow my conscience.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	29. I try to finish all the tasks assigned to me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	30. I work hard to accomplish my goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	31. I try to do what I think is right.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	32. I try to get the job done.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	33. Once I start a project, I almost always finish it.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	34. When I'm under a lot of stress, sometimes I feel like I am going to pieces.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	35. I enjoy being part of a team.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	36. I consider the consequences before I take action.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	37. 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	Never true of me	Seldom true of me	Mostly true of me	Usually true of me	Always true of me
41. I have often been a leader of groups I have belonged to.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
42. I encourage others to do their best.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
43. When I have a problem, I stop and think about it before taking the next step.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
44. I have a clear set of goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
45. I usually keep a cool head in emergencies.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
46. I try to be considerate of others.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

47. What influence did the following people have on your completing "A"/Apprentice school?

	Influence to leave training	No effect	Influence to complete training
a. Your civilian instructors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Your military instructors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Your classmates	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Your spouse	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Your fiancé or girl/boy friend	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Your parents	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Other relatives or close friends	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Your military advisors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Your mentors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. Your chaplains	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

48. Which of the following do you feel were problems in your class? (Mark ALL that apply.)

- ☐ Sexual harassment from instructors
- ☐ Sexual harassment from classmates
- ☐ Sexual harassment from NMT staff
- ☐ Sexual harassment from galley staff
- ☐ Sexual discrimination by instructors
- ☐ Sexual discrimination by classmates
- ☐ Sexual discrimination by NMT staff
- ☐ Sexual discrimination by galley staff
- ☐ Racial/ethnic discrimination from instructors
- ☐ Racial/ethnic discrimination from classmates
- ☐ Racial/ethnic discrimination from NMT staff
- ☐ Racial/ethnic discrimination from galley staff
- ☐ Age discrimination

49. Which of the following do you feel were problems in your class? (Mark ALL that apply.)

- ☐ Fraternization (Inappropriate student/staff relationships)
- ☐ Unfair recognition
- ☐ Unfair military justice system
- ☐ Privileges given to married personnel
- ☐ Unequal treatment across schools
- ☐ Favoritism in classes
- ☐ Military duties (such as watches) interfering with study time
- ☐ NMT interfering with study time
- ☐ Physical Readiness Training (PRT) interfering with study time
- ☐ Uniform standards being enforced in my class

Suppose your instructors were to compare your performance to other Sailors in your class; how would they rate you using the following scale:

	Far worse than the average student	Worse than the average student	About as good as the average student	Better than the average student	Far better than the average student
50. Personal accomplishment/initiative (such as willingness to work hard and make sure the job gets done)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
51. Quality of work (willingness to follow Navy regulations, orders, and display respect for superiors)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
52. Physical fitness (maintains military standards of physical fitness and conduct)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
53. Teamwork (contributes to team building and team results)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
54. Respect for others (respects others and treats everyone fairly)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
55. Leadership (organizes and motivates others to accomplish task)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
56. Military bearing/character (keeps good personal appearance, conduct in keeping with Navy standards, lives Navy values)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
57. Overall effectiveness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

58. During "A"/Apprentice school, my overall level of stress was:

- ☐ Very high
- ☐ High
- ☐ Moderate
- ☐ Low
- ☐ Very low

59. During "A"/Apprentice school, my overall level of morale was:

- ☐ Very high
☐ High
☐ Moderate
☐ Low
☐ Very low

60. During "A"/Apprentice school, how did Navy life compare with your expectations?

- ☐ Much better than I expected
☐ Somewhat better than I expected
☐ About the same as I expected
☐ Somewhat worse than I expected
☐ Much worse than I expected
☐ Not what was expected

61. Please use the scale below to show how much you **Agree or Disagree** with each of the following statements.

	Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree
a. Since joining the Navy, my personal values and those of the Navy have become more similar.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. What the Navy stands for is important to me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. My attachment to the Navy is primarily based on the similarity of my values to Navy values.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Overall, I'm proud that I joined the Navy.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. I would be very happy to stay in the Navy until I'm eligible for retirement.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. I do not feel "part of the Navy family".	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. I do not feel "emotionally attached" to the Navy.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. The Navy has a great deal of personal meaning for me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. I do not feel a strong sense of belonging to the Navy.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. Too much in my life would be disrupted if I decided I wanted to leave the Navy now.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. It would be too costly for me to leave the Navy right now.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l. I feel that I have too few options to consider leaving the Navy now.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
m. I enjoy the camaraderie in the Navy.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
n. I am dedicated to serving in the Navy.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

62. As you see it now, how well do your personal values match those of the Navy?

- ☐ Extremely well
☐ Very well
☐ Unsure
☐ Poorly
☐ Not at all

63. Other than watch standing, how many hours per night did you sleep while you were at "A"/Apprentice school?

- ☐ 1 - 2
☐ 3 - 4
☐ 5 - 6
☐ 7 - 8

The following questions concern your experiences while at "A"/Apprentice school. These questions are designed to provide meaningful and constructive feedback concerning the training and support you received while at "A"/Apprentice school.

64. PERSONNEL AND DISBURSING

	Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree
a. My PLR resolved my personnel/pay problems.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. My PLR resolved my travel entitlements.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. My PLR resolved my allotments.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. My PLR processed my Permanent Change of Station (PCS) orders to my satisfaction.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. My PLR took care of my medical appointments.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. My PLR took care of my dental appointments.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. I was treated with courtesy at the Personal Property Office (PPO).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

The following questions concern your experiences while at "A"/Apprentice school. These questions are designed to provide meaningful and constructive feedback concerning the training and support you received while at "A"/Apprentice school.

65. BACHELOR ENLISTED QUARTERS (BEQ)

If residing off base, go to next section marked "Services/Facilities".

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
a. Quiet hours are maintained.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Watchbills are posted in a timely manner.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Watches are distributed fairly.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. There are too many watches, considering the demands of the class(es).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. The heating in the BEQ is adequate.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. The air conditioning in the BEQ is adequate.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Heads in the BEQ are in good working order.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. The shower facilities in the BEQ are in good working order.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. There is always soap in the BEQ showers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. Smoking areas are adequate.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. BEQ is kept clean.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l. The cost of room phones is reasonable.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
m. The TV lounge is adequate.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
n. The BEQ/NMT staff treat me fairly.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

66. SERVICES/FACILITIES

a. Washers and dryers are available for use.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. I was treated with courtesy at the barber/beauty shop.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. I was treated with courtesy at the library.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Library operating hours are convenient.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Library materials are up to date.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Uniform center is adequate.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. The commissary is well stocked.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. The commissary carries items I want.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. The commissary operating hours are convenient.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. The Navy Exchange is well stocked.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. The Navy Exchange carries items I want.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l. The Navy Exchange operating hours are convenient.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
m. ATM machines are available for my use.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
n. Post Office hours are convenient.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
o. I receive good service at the Post Office.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

67. SICK CALL

If you have **NOT** been to NTC medical, please go to the next section marked, "Medical Appointments/Special Medical".

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
a. I was treated with courtesy during sick call.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. I was treated in a timely manner at sick call.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Staff respected the limitations of my Limited/Light duty chits.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

68. Overall, how satisfied were you with the quality of medical care you received at sick call?

- ☐ Very satisfied
☐ Satisfied
☐ Neither satisfied nor dissatisfied
☐ Dissatisfied
☐ Very dissatisfied

69. MEDICAL APPOINTMENTS/SPECIAL MEDICAL

If you or your family members have **NOT** had a NTC medical appointment or special medical, please go to next section, marked "Dental Care".

	Does not apply	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
a. I was treated with courtesy.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. I had sufficient notice of my appointment/physical.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. My appointments were kept by the medical staff.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. I received care in a timely manner.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. My medical appointments interfered with my training.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. My special medical screening (e.g., SEALS, submarines) was timely.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. My special medical screening interfered with my training.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Family medical services treated my family with courtesy.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Family medical services kept appointments.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

The following questions concern your experiences while at "A"/Apprentice school. These questions are designed to provide meaningful and constructive feedback concerning the training and support you received while at "A"/Apprentice school.

70. Overall, how satisfied were you with the quality of medical care you received during your medical appointments?

- ☐ Very satisfied
☐ Satisfied
☐ Neither satisfied nor dissatisfied
☐ Dissatisfied
☐ Very dissatisfied

71. Overall, how satisfied were you with the quality of medical care your family received from the Navy?

- ☐ Does not apply
☐ Very satisfied
☐ Satisfied
☐ Neither satisfied nor dissatisfied
☐ Dissatisfied
☐ Very dissatisfied

72. DENTAL CARE

If you have **NOT** been to NTC Dental, please go to the next section, marked "Galley".

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
a. I was treated with courtesy.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. I had sufficient notice of my dental appointment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. I received care in a timely manner.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Staff respected the limitations of my Limited/Light Duty chits.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Dental appointments interfered with my training.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

73. Overall, how satisfied were you with the quality of dental care you received?

- ☐ Very satisfied
☐ Satisfied
☐ Neither satisfied nor dissatisfied
☐ Dissatisfied
☐ Very dissatisfied

74. GALLEY

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
a. I was treated with courtesy.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Portions were sufficient for all hands.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. The hours were convenient.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Meals were properly prepared.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Meals offered sufficient variety.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Meals were served at the right temperature.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Plates, trays and utensils were clean.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Nutrition information was available.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. The galley is set up so that everyone can be served in a timely manner.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

75. ATHLETIC FACILITIES

a. I was treated with courtesy.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Athletic facility hours were convenient.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Athletic facilities were adequate.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

76. SPECIAL SERVICES

(Food Court, McDonald's, Pier 525, The Loft, Clubs, Bowling Alley)

b. Hours of operations were convenient.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Quality of food was good.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

77. OTHER SERVICES

a. I was treated with courtesy at the Navy College Campus.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. The Learning Resource Center hours were convenient.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. I was treated with courtesy at the Academic Skill Center.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Navy College Campus hours were convenient.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Vending machines at the BEQ had a good selection of items.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Vending machines at the BEQ were regularly refilled.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Vending machines at the BEQ were in good working order.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. The change machines at the BEQ were in good working order.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Vending machines at the school house had a good selection of items.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. Vending machines at the school house were regularly refilled.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. Vending machines at the school house were in good working order.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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The following questions concern your experiences while at "A"/Apprentice school. These questions are designed to provide meaningful and constructive feedback concerning the training and support you received while at "A"/Apprentice school.

OTHER SERVICES CONTINUED

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
l. Change machines at the school house were in good working order.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
m. PACE bus service was adequate.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
n. METRA train service was adequate.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
o. Van/Taxi services were adequate.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
p. MWR shuttle service was adequate.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
q. Duty driver service was adequate.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
78. COMMAND/SCHOOL ORIENTATION (INDOC)					
a. The orientation explained what we needed to know.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Regulations/policies were clearly explained.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. The check-in process was timely.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. The check-in process was accurate.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. The Liberty brief was clear.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. The College Opportunities brief was helpful.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. The College Credit brief was helpful.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
79. MISCELLANEOUS					
a. I had sufficient time for my course study.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Other than watch standing I was able to receive at least seven hours of sleep per night.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. The services offered by the Chaplain met my needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. I had an opportunity, at least once a week, to attend religious services or to meditate in the chapel.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Mail call was held daily (except Saturdays, Sundays and holidays).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. My mail was delivered unopened.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Section leaders were picked carefully.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

80. INSTRUCTOR/COURSE EVALUATION

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
a. Overall, my instructors seemed interested in teaching.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. The instructors used examples or personal experiences to help get points across.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Instructors seemed to be concerned with whether students learned the material.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Instructors encouraged students to ask questions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Instructors attempted to cover the right amount of materials.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. The course was well organized.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Instructors presented the material at the right pace.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. The tests covered the course material.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Instructors seemed to be competent in the subjects.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. My instructors were effective teachers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. I found this course challenging.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l. Instructors were able to answer my questions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
m. Instructors were receptive to new ideas.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
n. Instructors were well prepared for the classes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
o. Instructors were available outside of class to assist students who were having problems.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
p. Homework assignments were too time consuming.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
q. Homework assignments helped me understand the course material.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

You have completed the survey.
THANK YOU

Appendix D: Exit from Training Survey

EXIT FROM TRAINING SURVEY

INFORMED CONSENT AND PRIVACY ACT STATEMENT

This questionnaire examines your background characteristics and your opinions and attitudes about the Navy and your decision to join the Navy. Data from this project may be used to improve how we recruit, train and help new sailors adjust to life in the Navy.

Your answers are confidential and will be merged with answers from Sailors all over the world. No one will be able to identify you personally. Over the next four years of your enlistment we will continue to ask you questions about your experiences in the Navy and your attitudes and opinions. In order to track you over time, we will ask you to provide your Social Security Number. That number will be encrypted and be available only to researchers who are executing this project. Your answers are all voluntary and refusal to participate will not result in any penalties to you, except your opinions will not be reflected in the results. Please read the following and indicate in the circle below your willingness to participate in this important research.

Authority to request this information is granted under 10 U.S.C. 5031 and 5032, and 5 U.S.C. 301: Executive Order 9397. License to administer this survey is granted per OPNAVINST 5300.8B under OPNAV Report Control Symbol 1040-3, which expires 28 February 2004. We ask you to provide your Social Security Number; this is so we can collect additional information from other data sources.

PURPOSE: The purpose of this questionnaire is to collect information concerning retention and attrition in the Navy. The information you provide will be used to estimate manpower needs for the Navy and to develop retention policies for the Navy.

ROUTINE USES: The information provided in this questionnaire will be analyzed by the Navy Personnel Research, Studies, and Technology Department (PERS-1). The data files will be maintained by the Navy Personnel Research, Studies, and Technology Department where they may be used for determining changing trends in the Navy.

CONFIDENTIALITY: All responses will be held in confidence by the Navy Personnel Research, Studies, and Technology Department. Information you provide will be statistically summarized with the responses of others, and will not be attributable to any single individual.

PARTICIPATION: Completion of this questionnaire is entirely voluntary. Failure to respond to any questions will NOT result in any penalties except possible lack of representation of your views in the final results and outcomes.

STATEMENT OF RISK: The data collection procedures are not expected to involve any risk or discomfort to you. The only risk to you is inappropriate disclosure of data you provide. However, Navy Personnel Research, Studies, and Technology has had no compromise of data from similar Navy personnel studies conducted during the past 25 years.

If you have any questions about this questionnaire, please contact Dr. Jackie Mottern, at (901) 874-4656 or DSN 882-4656 or Dr. Michael White at (901) 874-4659 or DSN 882-4659. For questions regarding Human Subjects issues contact NPRST Protection of Human Subjects Committee, (901) 874-3086 or DSN 882-3086 or email IRB@persnet.navy.mil.

I have read the Informed Consent and Privacy Act statements and wish to proceed with the questionnaire.

☐ Please completely fill in this bubble to show that:
"Yes, I voluntarily choose to participate in this survey."

IMPORTANT INSTRUCTIONS

- **USE NO. 2 PENCIL ONLY.**
- **Do NOT** use ink, ballpoint, or felt tip pens.
- **Erase cleanly and completely any changes you make.**
- **Make black marks that fill in the circle.**
- **When applicable, write the numbers in the boxes at the top of the block.**
- **Do NOT** make stray marks on this form.
- **Do NOT** fold, tear, or mutilate this form.

USE A No. 2 PENCIL

CORRECT: ●

INCORRECT: ☒ ☓ ☐ ☑

Social Security No.

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1	1	1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9	9	9

DATE OF BIRTH

MO.	DAY	YEAR
0	0	0
1	1	1
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6	6	6
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9	9	9

1. What is your current pay grade?

- ☐ E-1
☐ E-2
☐ E-3
☐ E-4
☐ E-5 or above

2. What is your current separation situation?

- ☐ Voluntary separation before end of enlistment
☐ Involuntary separation
☐ Other _____

3. Which of the following describes your separation from active duty?

- ☐ Honorable
☐ Other

4. What is your gender?

- ☐ Male
☐ Female

5. What is your current marital status?

- ☐ Married
☐ Separated
☐ Divorced
☐ Widowed
☐ Single, never married

6. To what extent were each of the following explained to you?

	To a very great extent	To a great extent	To a little extent	Does not apply
a. The importance of the ASVAB test in qualifying you for Navy jobs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. The Navy jobs available to you at classification	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Any special programs available to you at classification	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Any bonus programs available to you at classification	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. The job you were assigned at classification	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. The advanced school you were guaranteed at classification	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

7. On average, how many times did you meet with your recruiter while in the DEP?

- ☐ Not applicable, I was only in DEP a few days
☐ Less than once per month
☐ Once a month
☐ Once every two weeks
☐ Once a week or more

8. Was the amount of contact with your recruiter before coming to RTC:

- ☐ Too little
☐ About right
☐ Too much

9. Please use the scale below to show how much you **AGREE** or **DISAGREE** with each of the following statements:

	Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree
a. My recruiter was thorough in his/her responses to my questions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. My recruiter was honest with me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. My recruiter treated me with respect.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. My recruiter provided me with correct information.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. All my questions were answered by my recruiter.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. All my concerns were answered by my recruiter.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. My recruiter made me feel comfortable enough to ask questions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. I would recommend the Navy to a friend/family member.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. I would recommend my recruiter to a friend/family member.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

10. The preparation for RTC that I received from my recruiter was:

- ☐ Not applicable
☐ Excellent
☐ Good
☐ Satisfactory
☐ Fair
☐ Poor

11. Overall, my recruiting experience was:

- ☐ Excellent
☐ Good
☐ Satisfactory
☐ Fair
☐ Poor

12. It will be easy to find civilian jobs that provide pay and benefits equal to the Navy.

- ☐ Strongly agree
☐ Agree
☐ Neither agree nor disagree
☐ Disagree
☐ Strongly disagree

13. Compared to before you started boot camp, would you say each of these areas has improved, stayed the same, or became worse:

	Improved	Stayed the same	Became worse	Not applicable
a. Your level of self discipline	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Your ability to succeed in the Navy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Your level of physical fitness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Your level of self confidence	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Your motivation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Your ability to manage your financial affairs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Your ability to cope with stress	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Your ability to lead	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Your military bearing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

14. On average, other than watch standing, how many hours per night did you sleep while you were in your most current training?

- ☐ 1 - 2 hours
☐ 3 - 4 hours
☐ 5 - 6 hours
☐ 7 - 8 hours

How true are these statements of you?

	Always true of me	Usually true of me	Seldom true of me	Never true of me
15. I try to do jobs carefully, so they won't have to be done again.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. I strive for excellence in everything I do.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. I am tolerant of other people.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. I pay close attention to details when I am working.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. I am very resourceful in getting a job done.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. I take a personal interest in the people I work with.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21. I like most people I meet.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22. I keep my belongings neat and clean.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
23. I try to help people who are less fortunate than me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
24. I like to keep a neat appearance.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
25. I try to stay out of trouble.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
26. I try to set a good example for others.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
27. I like to play sports.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
28. I try to follow my conscience.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
29. I try to finish all the tasks assigned to me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How true are these statements of you?

	Always true of me	Usually true of me	Seldom true of me	Never true of me
30. I work hard to accomplish my goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
31. I try to do what I think is right.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
32. I try to get the job done.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
33. Once I start a project, I almost always finish it.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
34. When I'm under a lot of stress, sometimes I feel like I'm going to pieces.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
35. I enjoy being part of a team.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
36. I consider the consequences before I take action.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
37. When I make a commitment, I can be counted on to follow through.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
38. I get along well with others.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
39. When things are falling apart, I still make good decisions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
40. A team is more important than the individuals on it.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
41. I have often been a leader of groups I have belonged to.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
42. I encourage others to do their best.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
43. When I have a problem, I stop and think about it before taking the next step.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
44. I have a clear set of goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
45. I usually keep a cool head in emergencies.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
46. I try to be considerate of others.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

47. What influence did the following people have on your decision to leave the Navy?

	Stay	No Effect	Leave	Not applicable
a. Your RDC	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Your fellow recruits in your division or classmates	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Your spouse	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Your fiancé or girl/boy friend	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Your parents	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Other relatives or close friends	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Your civilian instructors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Your military instructors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Your mentors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. Your chaplains	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

48. Which of the following do you feel were problems in your current training? (Mark ALL that apply.)

- ☐ Sexual harassment from RDCs
- ☐ Sexual harassment from instructors
- ☐ Sexual discrimination by RDCs
- ☐ Sexual discrimination by instructors
- ☐ Sexual harassment from RTC staff
- ☐ Sexual discrimination by RTC staff
- ☐ Sexual harassment from fellow recruits/classmates
- ☐ Sexual discrimination by fellow recruits/classmates
- ☐ Sexual harassment from galley staff
- ☐ Sexual discrimination from galley staff
- ☐ Racial/ethnic discrimination from RDCs
- ☐ Racial/ethnic discrimination from instructors
- ☐ Racial/ethnic discrimination from fellow recruits/classmates
- ☐ Racial/ethnic discrimination from RTC staff
- ☐ Racial/ethnic discrimination by galley staff
- ☐ Age discrimination
- ☐ Unfair recognition
- ☐ Harassment during fast cruise
- ☐ Unfair military justice system

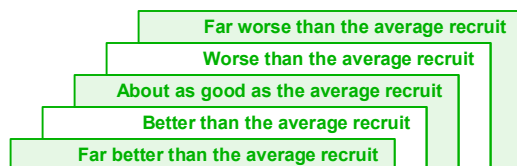
49. If you checked any of the above, was the person who harassed you:

- ☐ A civilian
- ☐ In the Navy
- ☐ In another service

50. Did the behavior occur:

- ☐ During fast cruise
- ☐ During training
- ☐ In the barracks
- ☐ In class

Suppose your RDCs were to compare your performance to other sailors in your division; how would they rate you using the following scale:



51. Personal accomplishment/initiative (such as willingness to work hard and make sure the job gets done)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
52. Quality of work (willingness to follow Navy regulations, orders, and display respect for superiors)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
53. Physical fitness (maintains military standards of physical fitness and conduct)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
54. Teamwork (contributes to team building and team results)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
55. Respect for others (respects others and treats everyone fairly)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
56. Leadership (organizes and motivates others to accomplish task)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
57. Military bearing/character (keeps good personal appearance, conduct in keeping with Navy standards, lives Navy values)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
58. Overall effectiveness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

59. Since starting training, have you done anything for which you were ASMO'ed?

- ☐ No (please go to question 61)
- ☐ Yes, just once
- ☐ Yes, two or three times
- ☐ Yes, four or more times

60. If you answered yes to question 59, which of the following was the reason for the ASMO?

- ☐ Medical
- ☐ Academic
- ☐ Discipline
- ☐ Other _____

61. During recent training, my level of stress was:

- ☐ Very high
- ☐ High
- ☐ Moderate
- ☐ Low
- ☐ Very low

62. During recent training, my overall level of morale was:

- ☐ Very high
- ☐ High
- ☐ Moderate
- ☐ Low
- ☐ Very low

63. During recent training, how did Navy life compare with your expectations?

- ☐ Much better than I expected
- ☐ Somewhat better than I expected
- ☐ About the same as I expected
- ☐ Somewhat worse than I expected
- ☐ Much worse than I expected
- ☐ Not what was expected

64. Which of the following would likely apply to the reasons you are leaving the Navy? (Mark ALL that apply.)

- ☐ Failure to meet minimum physical requirements
- ☐ Family problems at home
- ☐ Pregnancy
- ☐ One or more serious disciplinary offenses
- ☐ Minor offenses or disciplinary problems
- ☐ Lack of motivation/boredom
- ☐ Problems with RDCs or instructors
- ☐ Meeting weight standards
- ☐ Drug/alcohol abuse
- ☐ Mental health problems
- ☐ Problems meeting academic standards
- ☐ Homesickness
- ☐ Involuntary separation/not accepted for reenlistment
- ☐ Getting assigned a job speciality you did not want
- ☐ Getting re-classified to a job speciality you did not want
- ☐ Medical problems that existed prior to enlistment
- ☐ Problems with other recruits/students
- ☐ Other _____

65. Are you separating from:

- ☐ RTC
- ☐ A/Apprentice school

The following questions concern your experiences while at RTC/NTC. These questions are designed to provide meaningful and constructive feedback concerning the training and support you received while at RTC/NTC.

If you are currently at NTC, go to question 69.

If you are exiting the Navy from recruit training please go to 66 below.

66. DITTY BAG ISSUE

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
a. I received the proper size of items.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. I received the right quantity of items.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. I was treated with courtesy.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

67. BARBER SHOP

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
a. I was treated with courtesy.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. I received the service that I expected.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

68. UNIFORM ISSUE

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
a. I was treated with courtesy during my first uniform issue.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. I received the proper sizes during my first uniform issue.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. I received the right quantities during my first uniform issue.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. I received the proper tailoring during my first uniform issue.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. I was treated with courtesy during my second uniform issue.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. I received the proper sizes during my second uniform issue.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. I received the right quantities during my second uniform issue.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. I received the proper tailoring during my second uniform issue.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

If you are at NTC, please respond to the following statements as they apply to your experiences at NTC.

69. SICK CALL

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
a. I was treated with courtesy during sick call.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. I was permitted to attend sick call when I requested it.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Staff respected the limitations of my Limited/Light Duty chits.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

If you have NOT been to medical, please go to the next section marked "Medical Appointments".

d. Overall, how satisfied were you with the quality of medical care you received at sick call?

- ☐ Very satisfied
☐ Satisfied
☐ Neither satisfied nor dissatisfied
☐ Dissatisfied
☐ Very dissatisfied

If you are at NTC, please respond to the following statements as they apply to your experiences at NTC.

70. MEDICAL APPOINTMENTS

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
a. I was treated with courtesy.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. My appointments were kept by the medical staff.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. My medical appointments were timely.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

If you have NOT had a medical appointment, please go to the next section, "Special Physical".

d. Overall, how satisfied were you with the quality of medical care you received during your medical appointments?

- ☐ Very satisfied
☐ Satisfied
☐ Neither satisfied nor dissatisfied
☐ Dissatisfied
☐ Very dissatisfied

If you are at NTC, please respond to the following statements as they apply to your experiences at NTC.

71. SPECIAL PHYSICAL

Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree

If you have **NOT** had a special physical go to the next section, marked **"Dental"**.

a. I was treated with courtesy.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. My appointments were kept by medical staff.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. My appointments for my special physical were timely.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

d. Overall, how satisfied were you with the quality of medical care you received during your special physical?

- ☐ Very satisfied
☐ Satisfied
☐ Neither satisfied nor dissatisfied
☐ Dissatisfied
☐ Very dissatisfied

If you are at NTC, please respond to the following statements as they apply to your experiences at NTC.

72. DENTAL

Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree

If you have **NOT** had a dental appointment, please go to the next section below, marked **"Re-Classification"**.

a. I was treated with courtesy.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. I was permitted to meet my dental appointments.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Staff respected the limitations of my Limited/Light Duty chits.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

d. Overall, how satisfied were you with the quality of dental care you received?

- ☐ Very satisfied
☐ Satisfied
☐ Neither satisfied nor dissatisfied
☐ Dissatisfied
☐ Very dissatisfied

If you are at NTC, please respond to the following statements as they apply to your experiences at NTC.

73. RE-CLASSIFICATION

a. Were you reclassified?

- ☐ Yes
☐ No, but I wanted to change rates
☐ No, and I am happy with the rate I have

➔ Please go to Question 75, marked **"Galley"**

b. If you answered "Yes" to 73a above, why were you reclassified?

- ☐ Medical reasons
☐ Security reasons
☐ Your choice
☐ Good of the service

74. DURING RE-CLASSIFICATION

Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree

a. My classifier treated me with respect.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. My classifier thoroughly explained my job options to me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. I was satisfied with the job I was assigned.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

If you are at NTC, please respond to the following statements as they apply to your experiences at NTC.

75. GALLEY

Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree

a. I was treated with courtesy.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Portions were sufficient for all hands.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. There was enough time to eat.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Meals were properly prepared.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Meals offered sufficient variety.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Condiments were available.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Plates, trays and utensils were clean.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

If you are at NTC, please respond to the following statements as they apply to your experiences at NTC.

76. LAUNDRY

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Not applicable
a. Laundry was returned cleaned.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Laundry was returned dry.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Laundry was returned undamaged.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. There were sufficient numbers of washing machines available.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Lost laundry items were returned or replaced.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

f. Overall, how satisfied were you with your laundry service?

- ☐ Very satisfied
☐ Satisfied
☐ Neither satisfied nor dissatisfied
☐ Dissatisfied
☐ Very dissatisfied

If you are at NTC, please respond to the following statements as they apply to your experiences at NTC.

77. MISCELLANEOUS

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Not applicable
a. I was given the scheduled amount of time to attend to my personal hygiene.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. All the head facilities were in working order during hygiene time.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Other than watch standing and fast cruise, I was able to receive at least seven hours of sleep per night.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. The services offered by the Chaplain met my needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. I had an opportunity, at least once a week, to attend religious services or to meditate in the chapel.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Mail call was held daily (except Saturdays, Sundays and holidays).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. My mail was delivered unopened.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. I was satisfied with the banking services provided on base.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. I had sufficient time for my course study.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

If you are at NTC please go onto "Bachelor Quarters (BQ)" section. If you are leaving the Navy from Recruit Training, you have completed the survey.

THANK YOU

78. Bachelor Quarters (BQ)

If residing off base, skip to question 79.

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
a. Watches are distributed fairly.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. The heating/AC in the BQ is adequate.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Heads in the BQ are in good working order.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Smoking areas are adequate.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. BQ is kept clean.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. The cost of room phones is reasonable.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. The TV lounge is adequate.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. The BQ/NMT staff treat me fairly.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

79. COMMAND/SCHOOL ORIENTATION (INDOC)

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
a. The orientation explained what we needed to know.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Regulations/policies were clearly explained.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. The check-in process was timely.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. The check-in process was accurate.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. The Liberty brief was clear.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. The College Opportunities brief was helpful.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. The College Credit brief was helpful.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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